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ABSTRACT

The report is an evaluation of the economic content and teaching strategies in social studies textbooks that are used in grades 10, 11, and 12. The study, conducted by the Center for Economic Education, Purdue University, was part of a kindergarten through grade twelve assessment of the treatment of economics in social studies textual materials made under the direction of the Joint Council on Economic Education. The primary purpose of the project was to provide information that might lead to an improvement in social studies texts. A committee of economists and economic professors selected and analyzed a sampling of textbooks published after 1967 in the following categories: government (including civics), problems of democracy, geography, anthropology, and sociology. High school economics and history textbooks were not examined by this center. Content criteria used were those recommended by the Task Force Report. Major findings indicated that the ability to both identify an economic problem and to analyze economic issues will not be instilled by the materials. Economics was not treated systematically; errors of fact, out-of date information, and misapplication of economic concepts were found. Related documents are SO 006 759, SO 006 760, SO 006 762. (Author/RM)

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Economics in Social Studies Textbooks

An Evaluation of the Economics and the Teaching Strategies in Social Studies Textbooks, High School (Grades 10-12)

Dennis J. Weidenaar, Peter V. Harrington, Robert V. Horton and S. Samuel Shermis

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SP 006 761

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An Evaluation of the Economics
and the Teaching Strategies in
Social Studies Textbooks, High School
(Grades 10-12)

1973

Joint Council on Economic Education

COMMITTEE MEMBERS

The study committee responsible for examining the treatment of economics in high school social sudies textbooks consisted of:

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Peter V. Harrington
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Preface

Economic education is becoming a reality in the school curriculum. Rapid progress depends, however, on several factors including teacher competence in the area and materials adapted to the particular maturity level of the students. We have always believed that economics is a continuing sequence of study beginning with grade 1 and continuing through the undergraduate years. Efforts are being carried out to improve economic education at all these levels.

Through the years, teachers have stressed the need for good materials to help in achieving economic understanding by their students. The Joint Council and other groups have attempted to fill this need as is witnessed by the variety of bibliographies we have produced. These cover pamphlet materials, audiovisuals, games and simulations, and children's stories. Numerous teacher's guides have been produced. All these materials have been helpful. But the fact remains that the basic material for student study is the textbook.

Because of this and because of its desire to contribute to better economic education, The Sears-Roebuck Foundation agreed to sponsor the first authentic evaluation of economics in the social studies textbooks, grades 1-12. The report would be another milestone in the Joint Council's efforts to be of assistance to authors, publishers and teachers. By such an evaluation, guidelines for new texts and revisions of old ones would be established and the improvements that have been made slowly over the years in texts would be immeasurably accelerated.

The Joint Council expresses its deep appreciation to The Sears-Roebuck Foundation for the support it has given to this project. This is but one of a number of projects for the improvement of economic education that have been made possible by the Foundation over the years.

We are indebted to those who prepared the reports and they are identified in the text. The assignment was difficult and time-consuming and called for critical judgments. George G. Dawson and S. Stowell Symmes of our staff, who prepared the introductory chapter and shepherded the project to completion, deserve our appreciation as well.

The Joint Council will make every effort to cooperate in making the recommendations of the report a reality.

April 1973

M. L. FRANKEL, *President*
Joint Council on Economic Education

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PART ONE

General Introduction

This General Introduction was prepared by George G. Dawson, Director of Research, and S. Stowell Symmes, School Services Program, Joint Council on Economic Education.

In late summer of 1971, the Joint Council on Economic Education began intensive planning for an analysis and evaluation of the treatment of economics in social studies textual materials used in the elementary and secondary schools.[1] Financial support was received from The Sears-Roebuck Foundation.

Purpose

The primary purpose of the project was to provide information that might lead to an improvement in social studies texts. Numerous studies have been made of textbooks in recent years. In 1968, for example, *A Report on the Treatment of Minorities in American History Textbooks* was produced by the Michigan State Department of Education in Lansing. In 1970, Robert D. Price and Thelma Spencer reported on "Elementary Social Studies Textbooks and Their Relevance to the Negro Child" in *The Social Studies* (April 1970). In 1971, Michael B. Kane's *Minorities in Textbooks: A Study of Their Treatment in Social Studies Texts* was published by Quadrangle Books, Inc. Also in 1971 Thomas E. Fox and Robert D. Hess of Stanford University shared with the Joint Council the preliminary results of their study of the treatment of race relations, income distribution, political processes and ecological practices in social studies textbooks for grades 3, 5 and 9. And, of course, Norman Townshend-Zellner's study, "A New Look at the High School Economics Texts," was published in the fall 1970 issue of *The Journal of Economic Education*.[2]

While the Joint Council attempted to learn from other textbook studies, examining their procedures as well as their findings, it also hoped to avoid some of the practices associated with earlier work. In particular, it should be

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[1]For a forerunner to this textbook evaluation project, see "Economics in the Schools: A Report by a Special Textbook Study Committee of the Committee on Economic Education of the American Economic Association," *American Economic Review*, 53 No. 1, Part 2 (March 1963), Supplement.

[2]For other examples of textbook studies see Elizabeth Burr, Susan Dunn and Norma Farquhar, "Women and the Language of Inequality," *Social Education* (December 1972), 841-845; Foundation for Change, *Racism Rating: Textbook Evaluation by the Mexican American Education Commission*, New York: Foundation for Change, 1972; Indian Historian Press, *Textbooks and the American Indian*, San Francisco: Indian Historian Press, 1970; Michael Kane, *Minorities in Textbooks: A Study of Their Treatment in Social Studies Texts*, New York: Quadrangle Books, 1971; Task Force on Racism and Bias, *Criteria for Teaching Materials in Reading and Literature*, Urbana, Ill.: National Council of Teachers of English, n.d.; Will Scoggins, "The Anti-Labor Bias in Schoolbooks," *AFL-CIO American Federationist* (December 1967), 10-13; Albert Alexander, "Does the American History Textbook Still Wear a Grey Flannel Cover?" *Social Education* (March 1969), 300-305.

clear that the purpose of the Joint Council was *not* to mount one more assault on already beleaguered publishers and authors. Nor was it intended to gain publicity through sensational headlines reporting gross inadequacies on the part of the producers of text materials.

The Joint Council's aim was entirely a positve one. In the judgment of most of the committee members participating in this study and of the Joint Council staff members involved, the social studies textual materials of today are vastly superior to those of ten or fifteen years ago. Most authors and publishers have done a superb job in making their materials more interesting, attractive, relevant, scholarly and in tune with the newer teaching strategies. The purpose, then, was to make a good job even better. Hopefully, authors and publishers will be able to strengthen and improve the economics components of their materials with the help of this report. Textbook selection committees in the schools will *not* be told which is the "best" book to buy, but the report will alert them to the kinds of things they should be looking for if they are concerned with better economic education. Classroom teachers will be apprised of the strengths and weaknesses which texts have in the area of economics, and will thus be able to capitalize on the former and prepare to compensate for the latter. Teacher-training programs, such as economic education workshops and regular courses in methods, can use the report as an example of how textbooks can be evaluated and perhaps as a model for trainees engaging in similar studies. Those interested in research in economic education will find the report of value in tracing the history of the teaching of economics at the precollege level, and again as a possible model for their own evaluation and research efforts. Finally, organizations such as the Joint Council will be able to identify areas for which supplementary materials are needed.

Committee Selection

Four committees were selected by the Joint Council to study the materials and prepare the data for the reports. The membership was to include both economists and educators familiar with conditions and teaching practices at the relevant levels. Each of these committees was based at one of the Joint Council's affiliated Councils or Centers for Economic Education. The Committee to Study Elementary School Texts, chaired by Donald G. Davison, was based at the Iowa Council on Economic Education, The University of Iowa, Iowa City. The Iowa Committee included, in addition to Davison, an Associate Professor of Economics at the University of Iowa, the Social Studies supervisor from the Des Moines Public Schools, and six teams of teachers from Iowa schools. Each of the teacher teams was made up of two or three persons representing different grade levels. Some of these teachers are winners of Kazanjian Awards for the Teaching of Economics. Davison and his associates have had vast experience in preparing economics materials for elementary school use and in testing and evaluating such material.

The Center for Economic Education at Tufts University in Medford, Massachusetts, provided the Committee to Study Junior High School Materials. Chairing the Committee was George G. Watson, Jr., Director of the Center and a social studies teacher in Winchester High School, Winchester,

Massachusetts. The other members included the Deputy Chairman of the Economics Department at Tufts University, an Assistant Professor of Economics at Tufts, a middle-school social studies teacher, and a former director of social studies from the Winchester Public Schools.

The Committee to Examine High School Textbooks in Government and Civics, Problems of Democracy, Geography, Anthropology and Sociology was located at Purdue University, under the direction of Dr. Dennis J. Weidenaar, Director of the Purdue Center for Economic Education. The other members were the Director of the Indiana Council on Economic Education, an Associate Professor of Economics at Purdue, and an Associate Professor of Social Studies Education at Purdue.

Dr. James B. O'Neill, Director of the Center for Economic Education at the University of Delaware in Newark, Delaware, assembled and led the Committee to Study Eleventh and Twelfth Grade United States and World History Textbooks. It included a member of the University's Economics Department, the Social Studies Coordinator of the Newark Public Schools, and a Professor from the University's College of Education.

How the Committees Functioned

The selection of materials for examination was not a simple matter. The general plan was to include social studies textual materials intended for use as basic sources of information for students, along with materials developed explicitly for student and teacher use in conjunction with the selected texts. Pamphlets, games, audiovisual aids and other supplementary learning materials were to be excluded. Since high school economics textbooks have been evaluated already (see the Townshend-Zellner report), and since textbooks devoted entirely to economics are uncommon at the elementary and junior high school levels, materials intended specifically for the teaching of economics were not included.

The elementary school committee concentrated on textbook series published in 1968 or later. The 1968 date is somewhat arbitrary, but it seems reasonable to conclude that materials published before 1968 will be dropped by many school systems within five years. The Committee could thus concentrate upon texts which are fairly recent and upon revisions of earlier publications. In effect, then, the books examined probably reflect those which will be used more frequently in the 1970's because they are available, are on adoption lists, or will be on such lists. Most of the series were produced by major textbook publishers with a nationwide market. To ascertain whether or not the selected books are indeed being used, the Joint Council sent a questionnaire to over 100 school systems, listing the texts and asking the respondents to indicate whether the series is being used in toto, in part or not at all. Although it cannot be said with great confidence that the 50 systems which replied represent a truly random sample of American school systems, they do range from small (less than 2,000 pupils) to very large (572,000 pupils). Total enrollment in the reporting systems approaches 2.5 million pupils. If we can assume that this is a representative sample, the results of the questionnaire indicate that the selected series are widely used. The elementary committee planned to examine 12 series, but reduced this to ten

when material they considered vital to two of the series could not be obtained. Unfortunately, some new material was not included because it was not available in time. (This includes, for example, the revision of Lawrence Senesh's *Our Working World* series, which was not in print until 1973.)

The junior high school committee compiled a list from Bowker's bibliography of textbooks in print, wrote major publishers for copies of the titles identified, requested information on any new material that might be available, and made personal contact with publishers' representatives at the annual meeting of the National Council for the Social Studies. As a result, 39 books were obtained and examined. Again, 1968 was used as the cut-off date. Although works intended for senior high schools are sometimes used in grades 7, 8 or 9, these were not taken into consideration by this committee.

After having examined the Bowker list, the Committee on High School Government, Problems of Democracy, Geography, and Sociology and Anthropology books wrote to state education departments in the ten most populous states in the nation, asking for lists of the textbooks used. Four states replied (California, Indiana, Texas and Wisconsin). Any book used by at least two states was selected for study. In addition, this committee examined some new materials which are well-known but were not reported by the responding states, possibly because they are too new to have been widely adopted. An example is the material emanating from the High School Geography Project. The final selections were checked with several specialists in social studies education, who affirmed that the choices were probably representative of the most widely used materials or of materials which will probably be adopted in many school systems. Nothing predating 1968 was included.

The Committee on High School History Texts found 62 books in the Bowker listing published since 1967. Since it was not possible to examine all of them, the committee decided to select a sample. They also chose one book published before 1967, because this text is so widely used that it would have been unwise to exclude it. Other criteria were that the books be representative of those widely used in classrooms throughout the nation, that the authors be persons "respected in their fields," and that the materials represent works in which history is reinforced by other social science disciplines. Furthermore, the sample would have to contain books representing (1) the traditional, historical narratives still used in many schools; (2) historical narratives enlarged to include other social science disciplines; and (3) materials in which critical thinking/inquiry skills are systematically developed throughout. Nine books on world history were chosen. (There were 16 world history texts in the Bowker list.) Of the 46 United States history texts in the Bowker list, ten were selected.

The Joint Council questionnaire described above (in reference to the elementary school materials) was also used for the secondary texts, and the results would seem to indicate that the works chosen by the junior and senior high school committees are fairly representative.

The major problem for the committees was the decision on how to make the analyses of the selected materials. While the project was still in the planning stage, members of the Joint Council staff met to discuss this

matter. This group attempted to spell out the duties of each committee, to establish criteria for assessing the economic content of the materials, and to develop a uniform work sheet for committee use. Each committee was charged with the responsibility of selecting the materials to be examined; of reporting on the range of economics included in the texts, the relative emphasis upon various aspects of economics found within the books, the quality of the presentation of economics, and the suitability of the economics components for the intended users of the textbooks; and making recommendations for improvements, if necessary.

In considering the adequacy and appropriateness of the economics components, the committees were advised to use as a framework the ideas and concepts listed below. (These were obtained from James D. Calderwood's *Teachers Guide to Developmental Economic Education Program, Part One*, which in turn reflects the content recommended by the well-known Task Force Report. Calderwood's booklet was published by the Joint Council in 1964. The Report of the National Task Force on Economic Education, *Economic Education in the Schools,* is available from the Joint Council at $1.50 per copy.) This content outline was used for common reference. It was *not* assumed that each book should have all the ideas in it, nor was it considered essential that each series contain every concept in the outline. The books were not judged against the Task Force Report. The Joint Council simply wanted to know what was included and what was not, so that recommendations for the production of supplementary material could be made.

ECONOMIC IDEAS AND CONCEPTS

I. **The Importance of Economics and the Nature of Economic Understanding**

A. WHY ECONOMICS IS IMPORTANT
1. Dealing with economic problems
2. Making economic decisions
3. Developing capacity to think objectively

B. WHAT ECONOMICS IS and WHAT IT IS NOT
1. Economics as a social science
2. Microeconomics and macroeconomics
3. Abstract reasoning
4. Scientific method and economic theory
5. Statics and dynamics
6. Value judgments
7. Economic skills

II. **The Central Economic Problem in All Societies: Wants, Scarce Resources, the Need for Decision-Making, and the Need for an Economic System**

A. ECONOMIC WANTS
1. Defined and identified

2. Their never-ending nature

B. CONSUMPTION, CONSUMERS, AND CONSUMPTION GOODS AND SERVICES
1. Meanings of terms
2. Consumption goods in contrast to capital goods

C. PRODUCTION AND PRODUCERS
1. Need for production
2. Meanings of terms
3. Middlemen as producers

D. PRODUCTIVE RESOURCES *or* THE FACTORS OF PRODUCTION
1. Land *or* natural resources
2. Labor
3. Capital goods *or* capital
4. Entrepreneurship

E. THE PRINCIPLES OF PRODUCTION
1. Technological progress
2. Division of labor *or* specialization
3. Labor productivity
4. Saving, investment, and capital formation
5. The principle of diminishing returns

F. SCARCITY AND THE NEED FOR DECISION-MAKING
1. The basic fact of economic life
2. Economizing or the allocation problem
3. Opportunity cost

G. THE NEED FOR AN ECONOMIC SYSTEM
1. An economic system defined
2. Any economic system must answer four questions
3. Economic systems vary widely

III. **The Modified Market Economy of the United States**

A. PRIVATE-ENTERPRISE ECONOMY
1. Private enterprise
2. Modified private enterprise or mixed economy
3. Free enterprise

B. PROFITS AND THE PROFIT MOTIVE
1. Profit
2. The profit motive

C. THE CIRCULAR FLOW OF INCOME
1. In general
2. Between business and the public
3. Between the public and the government
4. Between savers and investors
5. Significance

D. MARKETS
   1. The market as an institution
   2. Decentralized decision making
   3. The market as a mechanism
   4. The market as an organized situation permitting buyers and sellers to deal with one another
   5. Supply and demand interacting upon each other
   6. Some goods and services not provided through the market

E. DEMAND AND SUPPLY
   1. Demand
   2. Supply
   3. Elasticity of demand

F. PRICES
   1. Definition
   2. Determination
   3. Other terms
   4. Changes as regulators of a price-directed economy

G. COMPETITION
   1. Definition
   2. Characteristics of a competitive market
   3. Price competition
   4. Non-price competition
   5. Effects

H. MONOPOLY
   1. U. S. economy not one of pure competition
   2. Definition
   3. Economic significance

I. PUBLIC POLICY TOWARD MONOPOLY
   1. Responses to problem of monopoly
   2. Basic philosophy
   3. Dilemmas
   4. Case of government regulation of business
   5. Price fixing and quality control
   6. Economic significance
   7. Characteristics of regulated industries

J. ECONOMIC ROLE OF GOVERNMENT
   1. Modified private enterprise
   2. Regulatory function
   3. Allocation of resources through taxing and spending (public receipts and expenditures)
   4. Economic issues in deciding its extent (national defense, welfare, etc.)

K. OTHER MARKET IMPERFECTIONS
   1. Advertising
   2. Discrimination

IV. **Economic Growth and Stability**

A. ECONOMIC GROWTH
   1. Increase in per capita output
   2. Importance of rapid growth
   3. Productive capacity as a limiting factor
   4. Effective demand as a prerequisite

B. ECONOMIC STABILITY
   1. Meaning
   2. Inflation
   3. Depression and recession
   4. The problem

C. MEASURING THE PERFORMANCE OF THE ECONOMY
   1. Household budgets
   2. Balance sheet and income statement in bookkeeping and accounting
   3. Social accounting *or* national income accounting
   4. Gross National Product
      - Rate of growth
      - Real GNP *or* real output
   5. National Income
   6. Personal and Disposable Income
   7. Index numbers

D. MAIN FORCES DETERMINING THE LEVEL OF NATIONAL PRODUCTION AND INCOME
   1. Changes in total spending or total effective demand
   2. Fluctuations in private investment *or* business spending
   3. Variations in consumer spending
   4. Dynamic interdependence

E. FISCAL POLICY FOR ECONOMIC STABILITY
   1. Fiscal policy
   2. Government spending
      - Government purchases of goods and services
      - Transfer payments
   3. Tax changes
   4. Compensatory fiscal policy
      - Federal budget
      - Budget surplus or deficit
   5. National debt and public debt

F. MONEY, BANKING AND MONETARY POLICY FOR ECONOMIC STABILITY
   1. The nature and functions of money
      - Demand deposits *or* checking accounts
      - Money as a medium of exchange and as a standard and store of value

      Money spending and the velocity of circulation

2. Where does money come from?
    Lending and investing activities of banks
    Credit and debt
    Bank reserves
3. How does the government try to control the money supply and for what purpose?
    Federal Reserve System
    Monetary policy *or* monetary management
4. Effectiveness of monetary policy
5. The role of gold
6. Cost-push and administered price inflation

V. Distribution of Income

A. MARKET DETERMINATION OF INCOME
1. Money incomes
2. Real incomes
3. Differences in income

B. ECONOMIC JUSTICE
1. Inequality in income distribution
2. Redistribution of Income

C. ROLE OF PROFITS

D. PERSONAL DISTRIBUTION OF INCOME

E. LABOR, WAGES, AND LABOR UNIONS
1. Labor productivity
2. Real wages and money wages
3. Unions and collective bargaining

F. FARM INCOMES

G. THE DESIRE FOR ECONOMIC SECURITY

VI. The United States and the World Economy

A. IMPORTANCE OF WORLD TRADE AND INVESTMENT TO UNITED STATES
1. Exports
2. Imports
3. International investment

B. BASIS OF WORLD TRADE

C. ECONOMIC PROBLEMS IN WORLD TRADE
1. Foreign exchange rates
2. The Balance of Payments
    Deficit in Balance of Payments
    Exchange control

3. Tariffs
   - Protecting new industries
   - Providing economic self sufficiency
   - Protecting jobs and wages of domestic workers

VII. Other Economic Systems

A. THE SPECTRUM OF ECONOMIC SYSTEMS

B. THE CHANGING NATURE OF ECONOMIC SYSTEMS

* * *

The Joint Council staff members also selected a few textbooks at random and examined them in an effort to arrive at a feasible method of analysis. The result, after considerable trial and error, was a work sheet containing six columns with the following headings:

1. What concepts, generalizations and principles are treated?
2. Are the concepts important and treated in an analytical manner?
3. Is the order of the economic content systematic?
4. Are the economic concepts, generalizations and principles defined, stated or explained accurately?
5. How understandable and interesting is the treatment of the economics for the intended audience?
6. How useful are the teaching aids?

Other information called for on the work sheet included the authors and titles of the books, copyright date, number of pages (total), number of pages devoted to economics, courses and grade levels for which the materials are suited, and the name of the evaluator. Evaluators were also asked to attach to the work sheets statements summarizing their judgments and recommendations. A detailed statement of what was meant by each of the six criterion statements above was prepared and distributed by the Joint Council (see the Appendix, page 20).

In September of 1971, several members of the Joint Council staff met with the chairmen of the committees. Here, the committee chairmen were again apprised of their assignments and responsibilities, a tentative timetable was agreed upon, and the evaluative criteria were discussed. This was an important conference, for it was here that the 1968 cut-off date was decided upon, that selection criteria were established, and that methods of operation were developed. For example, it became clear that the criteria for the elementary school materials could not be identical with those for the secondary textbooks. This was because of the way in which the materials are written, and the fact that there is very little macroeconomics in books designed for kindergarten through grade six.

Although the work sheets and the established criteria proved valuable, the committees often found that departures were necessary in the case of individual publications which did not adhere to the expected patterns. The rigidities inherent in the work sheets were easily overcome by writing narrative evaluations. A single evaluator might provide as many as four different documents for each book he or she examined—the work sheet (Form A),

the "summary conclusions" sheet (Form B), a "recommendations and changes" sheet (Form C), and a narrative evaluation, if necessary. In some instances, two or more evaluators examined the same material, so that the comments on a given publication might easily run to many pages. Often committee members sought "second opinions" from other economists or educators (persons not on the committees) to validate their judgments.

After the work sheets and other "raw material" had been re-examined by each committee, and the essence of the individual reports consolidated into the four comprehensive general reports, most of the working documents were sent to the Joint Council. The reports were read by several members of the Joint Council staff. Their comments and criticisms were sent to the committee chairmen, who then provided further information or modified their reports in accordance with the comments and criticisms. Two educators outside the Joint Council, and not in any way connected with the project, were asked to read some of the reports. One reader is an experienced editor of social studies textbooks and materials. The other is a professor of education and head of the teacher-training division of a college in New York City. The first person received one of the reports; the second read three of them. They offered valuable advice on the way in which the reports should be written, and changes were made accordingly. Both of these educators expressed the opinion that the reports were well-done and should prove valuable to publishers and educators.

One Joint Council staff member selected one of the elementary level textbook series and several of the secondary books that had been examined by the committees and made an analysis himself. This does not imply a lack of confidence in the committees, but a desire to test the assessment procedures. The staff member studied and wrote his own evaluations of the materials, and then compared these evaluations with the work sheets and other individual reports submitted by the committees. His comments agreed with those of the committee evaluators in almost every respect. The committee evaluations of one of the elementary series were sent to a college professor who had served as a consultant in the development of those books. (The author could not be reached.) Although this educator explained that his involvement in the project had been marginal, he felt the committee's comments to be "accurate and fair." Efforts were made to obtain the reactions of some of the authors to comments on their works, but unfortunately this could not be done in time for this report.

Another means of checking an evaluation study is to compare the results with other research in the same area. No other study duplicates this one, but some others do overlap. In his study "Populism in High School Textbooks," Andrew C. Peiser found that history textbooks were "deficient in their analyses of basic economic issues. . ." (*Social Education*, April 1973, p. 308). Peiser was referring specifically to economic issues relating to Populism, but his findings do fit the pattern discovered by the committee evaluating high school history textbooks. The study by Fox and Hess, cited earlier, also agrees with the elementary committee's observations, where it is possible to make comparisons. In an article entitled "Curriculum Reform and Social Studies Textbooks" (*Social Education*, April 1973), Barbara Capron, Cheryl Charles and Stanley Kleiman comment on some of the

A.

Book title: _____
Author: _____
Copyright date: _____
No. of pages: _____ No. of pages of economics (if appropriate): _____
Course (s) or grade level: _____

WORK SHEET

CRITERIA

Sheet No. _____

Evaluator: _____
Date: _____

Note: Please attach summary judgment of this book (B), and recommendations (C).

I	II	III	IV	V	VI
What concepts, generalizations and principles are treated?	Are the concepts important and treated in an analytical manner?	Is the order of economic content systematic?	Are the economic concepts, generalizations and principles defined, stated, or explained accurately?	How understandable and interesting is the treatment of the economics for intended audience?	How useful are the teaching aids?

B.

SEARS-ROEBUCK TEXTBOOK EVALUATION
SUMMARY CONCLUSIONS

Book Title: _____
Author: _____
Copyright date: _____

Evaluator: _____
Date: _____
Use additional sheets if necessary.

C.

SEARS-ROEBUCK TEXTBOOK EVALUATION
RECOMMENDATIONS AND CHANGES

Book Title: _____
Author: _____
Copyright date: _____

Evaluator: _____
Date: _____

books examined by the economic education committees. It was not their intent to assess the adequacy of the economics content, but their general observations are very much in accord with those of the committees. One elementary level series which they examined was seen as coming "closer than most presently available to treating the social sciences in an interdisciplinary way." This series also made a highly favorable impression on the elementary committee. (The series was fairly strong in economics content. Perhaps it is no coincidence that one of the authors has a degree in economics and has taught economics at the college level.)

Summary of Findings

Elementary Level

The elementary materials committee generally had high praise for authors and publishers. They found "increased coverage and more systematic treatment of economic content in new textbook series." The primary level books (grades 1-3) were considered to be more nearly adequate in the development of economic concepts than the intermediate materials (grades 4-6), although some weaknesses continue to exist. Greater efforts should be made to strengthen the "development of simple relationships among key concepts." Intermediate level books were considered to be inadequate in their treatment of the market system, and some "misuse of technical concepts" was discovered. Some of the materials "are marred by inadequate or inaccurate definitions and by errors of analysis," and there is often an absence of "a well-developed economic model. . . ." Generally, the committee sees the need for sequential development of economic concepts from the primary grade through grade 12. The report ends with several practical suggestions whereby authors and publishers might strengthen their works in terms of economic content.

Junior High School Level

The junior high school committee thought that the newer books were excellent texts in many respects and generally superior to those of the past. However, it was also concluded that "most junior high school students will not attain a satisfactory level of economic understanding" from the social studies materials available to them. The pupils will learn some economics (for example, the existence of business cycles), and some economic history, but their knowledge will be confined largely to facts. The ability to analyze economic issues will not be instilled by the materials. An "absence of sequential concept development" was also found, along with a failure to define basic concepts adequately.

High School Level

Although the committee examining high school textbooks in government, problems of democracy, geography, and sociology and anthropology also found some improvement in some of the newer materials as compared with those of a few years ago, it was concluded that in general the books

"are unlikely to assist a student either to identify an economic problem or to use economic analytical processes." Basic economic concepts were found in all four subject areas examined, but it was also noted that "A good deal of economics is conspicuous by its absence." The committee found too many assertions "without criteria or support," inadequate explanations of economic terms, failures to distinguish between fact and opinion, and little in the way of analysis. Economics was not treated systematically in most of the material, there were errors of fact, out-of-date information, and misapplication of economic concepts. Some texts were praised, on the other hand, for their readable print, charts and graphs, case studies, and wide range of teaching strategies.

The high school history textbook committee concluded that the materials have "come a long way" in recent years in attempting to include more economics. Stimulating exercises with greater student involvement are replacing the "passive narratives" of the past. Unfortunately, however, the economics content tends to lack analytical structure. Some authors attempted to provide a conceptual framework to allow students to practice the use of the analytical tools of the economist, but their success was minimal. Although the importance of economics is recognized in the books, the coverage is too often superficial and confusing.

HOW TO USE THIS REPORT

Along with other textbook studies, this report can help to provide information on the status of existing materials and how they compare with earlier publications. Others doing similar assessments might be able to utilize the methods employed by the committees as they selected, examined and evaluated the books. It is unlikely that other researchers would be able to adhere rigidly to the techniques used by the economic education committees, but those techniques might well serve as a general model or at least offer some basic guidelines.

Authors and publishers should study the report very carefully, noting the kinds of things which the committees found to be less than adequate. In revising existing material and in preparing entirely new texts, the committee recommendations should be kept in mind. The Joint Council will *not* make public the comments made on any specific publication in a manner that would enable a reader easily to identify the material. However, authors and publishers may request copies of the working documents pertaining to their own materials. If possible, the Joint Council will send these (with the evaluator's identity removed), but it should be realized that it may not be possible for the Joint Council to honor all requests. In some instances the working documents are in a form that would require interpretation by the evaluator to have maximum utility for the author and publisher. This is because evaluators sometimes found it necessary or convenient to depart from the recommended procedures, used codes or shorthand of their own devising, and the like. The Joint Council can, in such cases, attempt to arrange direct contact between the committee and the author or publisher.

Textbook selection committees, classroom teachers, or others responsible for deciding on the materials to be adopted should find this report to be

a valuable resource. It must be realized, however, that the Joint Council cannot recommend a given text or series. Situations and needs differ greatly in various parts of the country, and even within a given system, school or classroom. Those responsible for textbook selection should first formulate feasible goals. Since it has been shown, beyond all shadow of a doubt, that economics can enliven and enrich every part of the social studies curriculum, that basic economic concepts can be learned at every level, and that economic issues intimately affect everyone, those goals should certainly include the promotion of economic literacy. It is then incumbent upon the persons responsible for materials selection to decide which publications can best help the teacher to achieve the established goals. This report can serve as a frame of reference, or a yardstick against which the texts may be placed. The basic question is: "All other things being equal (such as appropriateness of reading level and suitability of the material for the needs and interests of the intended audience), which text comes closest to meeting the criteria recommended by the economic education committee?" Of course, considerations other than economic content may take precedence. This can result in the adoption of material that is outstanding in some respects but relatively weak in economics. If this is the case, the report can be used by the teacher to identify the deficiencies in economics coverage and attempt to compensate for them. For example, if an economic term is not clearly defined and explained, the teacher should attempt to prepare an accurate definition and be prepared to explain it in a manner that the pupils will understand.

The Joint Council is also compelled to caution the reader against the *mis-use* of this report. First, the task of selecting and evaluating the materials proved to be much more difficult than anyone had anticipated when the project was being planned. Second, in spite of the impressive qualifications of the evaluators and the efforts by the committees and the Joint Council staff to assure objectivity and accuracy, no claim of infallibility can be made. It is possible that some mistakes were made. Furthermore, some of the comments had to be based on subjective judgments. Many parts of the studies simply do not lend themselves to quantification. For example, one book might devote twenty pages to economics while another devotes only ten. Yet, the economics in the latter might be more clearly explained, more up to date, and more closely related to important events than the material in the former. Thus, mere "nose-counting" was often less helpful than the judgments of the evaluators, who have had vast experience in economic education.

Third, the concern of the committees was with the economics coverage in the materials. Thus, a book might be excellent in every other respect, but be severely criticized by the evaluators on the basis of its economics (or lack of it). Criticisms of a work because of inadequate economics, therefore, must not be generalized as criticisms of the publication as a whole. Indeed, some books which were found to be grossly deficient in economics made extremely favorable impressions on the evaluators in other respects.

Fourth, these evaluations are based upon the materials that were made available to the committees in 1971 and 1972. New editions of old books, and completely new materials, are being published all the time. Thus, the comments applying to a given publication might go out of date very quick-

ly. It is less likely that the generalized assessments will become "dated" in the near future, but certainly some modification may be necessary as new items are produced and placed on the market. Already, some new editions have appeared. (Some of these were examined by Joint Council staff members but, in these cases at least, the committee assessments would still apply. That is as far as their economics coverage was concerned, the new editions did not differ substantially from the old.)

Fifth, the evaluators' judgments are relative rather than absolute. That is, the economics content of most social studies material today is better both quantitatively and qualitatively than it was in the past (there has been *relative* improvement), but it is not as good as it *could* be. Authors and publishers, then, are to be commended for their efforts to include more and better economics at all levels, but are strongly urged to improve even further. With the proliferation of Centers and Councils on Economic Education, the production of specialists in the field of economic education by a number of colleges and universities, the growing number of classroom teachers who are receiving instruction in the teaching of economics (as in the case of The Sears-Roebuck Foundation Fellowship holders), and the existence of hundreds of teachers who have submitted projects to the Kazanjian Awards Program for the Teaching of Economics, there is available to publishers a vast resource pool. There should be little difficulty in finding resource persons willing and able to help to develop the economics components of social studies textual materials.

Finally, the committee reports ought not to be used for commercial advantages. It would be a negation of the positive aim of this project if someone should attempt to identify the book to which a critical comment applies and use such information to promote the sale of a competing text. By the same token, if the subject of a laudatory comment is identified, that comment must not be used in the promotion of the publication. Although it is unlikely that any publisher will do so, the Joint Council must go on record as denying the right of anyone to use the reports for commercial purposes.

Readers are invited to submit comments, criticisms and suggestions to the Joint Council or to the committees directly. Ideas for improving these studies and the reports will be welcome. The Joint Council intends to continue to try to serve publishers and educators as much as possible. To the extent that commercially available materials do a better job in helping to teach economic analysis, the Joint Council's basic objectives are advanced proportionately. In its own publications program, the Joint Council will direct its scarce resources to the areas of greatest need. Through information provided by the evaluation committees and—hopefully—through reactions to these reports coming from teachers in the field, the Joint Council will be able to identify the areas in which there is a need. Of course, many of its existing publications are already helping teachers to fill gaps they find in the texts and other materials available for classroom use.[3] If a greater effort is required, the Joint Council will make that effort.

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[3]For example, see the Economic Topic Series, *Economic Education Experiences of Enterprising Teachers* (10 volumes), the Personal Economics Series, and other items on the current Joint Council *Checklist*.

APPENDIX

The Criteria Statements and Their Interpretation

1. What concepts, generalizations and principles are treated?

   To assure that each committee would focus upon the same set of concepts, the list ECONOMIC IDEAS AND CONCEPTS found on pages 7-12 was used. Books were not judged to be good or inadequate by how many of these ideas they covered, however. The list was designed simply to help identify the ideas that were included and the degree to which these concepts were emphasized. It could also be used to note the economic ideas omitted, but which might have been used to good advantage.

2. Are the concepts, generalizations and principles important and is each treated in an analytical manner?

   Does the book cover key ideas from the discipline of economics? Does it make a distinction between major and minor concepts? Is there more emphasis placed on such major ideas as scarcity, production, opportunity cost, income and market than on minor terms or processes such as "steel is manufactured in Pittsburgh" or "corn is grown in Iowa"? Are the economic concepts illustrated in terms of the pupil's experience? Are they merely descriptive or are they used to explain economic activity, problems or principles?

3. Is the order of the economic content systematic?

   Here, the concern is not for the initial order in which the concepts are presented in the materials, but the final understanding the pupils have of the economic content. For example, an author might want to introduce pupils to the concepts of scarcity and choice-making. Basically, these concepts deal with the relationship between wants and resources, and each could be examined separately. However, a systematic presentation would require that the pupils end up with a number of related ideas: (a) that people have many wants for goods and services; (b) that goods and services must be produced before they can be consumed; (c) that production involves the use of resources; (d) that resources are insufficient to produce all the goods and services wanted; and (e) that since resources are scarce relative to wants, choices must be made as to which wants will be satisfied with the available resources. Instances should be cited where the economic content is presented haphazardly, resulting in an unorganized presentation of unrelated bits and pieces of economic content.

4. Are the economic terms, concepts, generalizations and principles defined, stated or explained accurately?

   In assessing the economic content, note the following types of inaccu-

racies: (a) definitions which are irrelevant, incorrect, meaningless or incomplete in terms of future analytical possibilities; (b) factually incorrect statements; (c) incorrect or unsupported conclusions; and (d) the presentation of value judgments as statements of fact.

5. How understandable and interesting is the treatment of the economics for the intended audience?

   For what kind of audience is the material written? (For example, for middle-class third-graders of average ability.) Are the cognitive skills to be learned too easy or too difficult? Is the level of abstraction of concepts and generalizations too easy or too difficult? Is the curriculum content at an appropriate level of difficulty and interest? Does the author presuppose knowledge by the pupils which many of them might not have? Is there too much or too little repetition and reinforcement of ideas in the materials and activities? How would you rate the student material in terms of readability, clarity and interest?

6. How useful are the teaching aids?

   Does the teacher's guide clearly delineate the economic concepts, subconcepts, generalizations and principles to be developed in each lesson or unit? Does the student material directly relate to the objectives as stated in the guide? Does the guide contain sufficient background information for teachers to aid in their presentation or in their evaluation of student grasp of the economic principles, relationships or processes under discussion? Are new terms and concepts italicized, underlined or immediately defined in the pupil materials? Are new terms in close proximity with their definitions and applications in the text? Is there a glossary for pupil and teacher reference? If so, does it indicate at what grade levels these terms or concepts are introduced and how the concepts are expanded in the series? (This applies largely to elementary series.) Are there enough graphic or verbal illustrations to ensure student understanding? Are the discussion and study questions focused upon the economic concept, process and relationships as stated in the objectives of the lesson, or are they irrelevant, vague and lacking in focus? Is there evidence of special teacher requirements necessary for teaching the program? Does the author assume an understanding of content—knowledge, skills and value issues—which the average teacher may not have?

PART TWO

Report of the High School Social Studies Textbooks Committee

Center for Economic Education
Purdue University

Introduction

Overview

The Purdue Center for Economic Education agreed to appoint a study committee to examine the treatment of economics in high school social studies textbooks. This committee consisted of: the chairman, Dennis J. Weidenaar, Director of the Purdue Center for Economic Education; Peter V. Harrington, Director of the Indiana Council on Economic Education; Robert V. Horton, Associate Professor in the Department of Economics at Purdue University; and S. Samuel Shermis, Associate Professor of Social Studies Education at Purdue University. Included in the study are textbooks representing Government (including Civics), Problems of Democracy, Geography, and Anthropology and Sociology. High school economics and history textbooks were not examined by this Center.

This report consists of four parts: the Introduction includes the guidelines under which the study was conducted; a summary of previous studies of a similar nature; and a discussion of the difficulties encountered in undertaking the study. Section 1, General Conclusions, consists of statements which reflect the committee's general evaluation of the materials studied. Section 2, Committee Reports, consists of four reports which represent the committee's assessment by subject matter of the economic content of the materials in terms of the established guidelines. Included in Section 2 is one report for each of the following areas: Government; Problems of Democracy; Geography; and Sociology and Anthropology. Section 3, Recommendations, contains the committee's suggestions for improving the treatment of economics in high school social studies textual materials.

Guidelines

The committee was instructed to examine:

1. The range of economics included in the social studies materials.
2. The relative emphasis upon various aspects of economics within the textual materials.
3. The quality of the presentation of economics in the textual materials.
4. The understandability of economics as presented for the particular audiences of the textual materials.
5. The usefulness of teaching aids contained within the materials.

In particular, the following criteria were suggested for assessing the treat-

ment of economics:

1. The textual materials should be examined in terms of the adequacy of their treatment of the following categories of ideas and concepts:
   a. The importance of economics and the nature of economic understanding.
   b. The allocation and scarcity concepts.
   c. The market system of the United States.
   d. Economic growth and stability.
   e. The distribution of income.
   f. The United States and the world economy.
   g. Comparative economic systems.
2. The textual materials should be examined in terms of the adequacy of their treatment relative to economic analysis, objectivity, accuracy, clarity and interest.

Previous Studies

In 1959, the Committee on Economic Education of the American Economic Association appointed a 13-man committee to review the leading textbooks used in high school social studies courses. The committee was divided into three subcommittees to deal separately with the textbooks in economics, social problems and United States history. The report of this committee appeared in a supplement to the *American Economic Review*, in March 1963.[1]

The general conclusion of this committee was that ". . . the high school student whose knowledge of economics has been acquired through courses circumscribed by the textbooks principally used in the three social studies courses would be quite unprepared to cope understandably with most problems of economic public policy."[2] The reasons for this pessimistic conclusion were:

1. Most texts are oriented around the individual, that is, devoted to "how to do it" consumer education, much of it cast in a high moral tone.
2. Significant topics are omitted; others receive unwarranted attention.
3. Routine description dominates analysis.
4. Value judgments are seldom identified or examined.
5. Presentations are marred by some errors of fact and analysis.
6. Some redeeming features do exist. The committee agreed that the student who reads these texts is on the whole better off for having done so. His knowledge of some aspects of economics should be considerably improved, e.g., farm problem, international trade, labor problems.

In sum, "the principal conclusion of the committee stands: the economics analysis contained in social studies textbooks is distressing in its absence and unfortunate when attempted."[3]

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[1] *American Economic Review*, 53, No. 1, Part 2 (March 1963).
[2] *Ibid.*, p. ix
[3] *Ibid.*, p. xii

A follow-up study which dealt *only with high school economics texts* was conducted several years ago by Norman Townshend-Zellner and reported in the *Journal of Economic Education*.[4] His conclusion was, ". . . a quiet revolution in the high school texts has taken place in the last decade. It is now possible—as it was not ten years ago—to recommend to high schools a significant number of texts—five in our sample of 12—which substantially meet the minimum criteria set by the canons of our professional dicipline."[5]

Difficulties Encountered in This Evaluation

As we proceeded with our task of evaluation, we found that the average amount of time spent per book actually increased. Apparently, as we became familiar with the concepts and strategies used by authors we also became more perspicacious. Also, we began our evaluation process with "traditional" texts and as we acquired some facility we considered the newer curricular materials. Some of the newer materials have a format quite different from that of the traditional textbook. For example, they consist of readings and articles which reflect various viewpoints with respect to a specific issue. Hence, the assessments of the economic content of these materials will be made separately where appropriate.

Obviously, a study of this scope could not be undertaken without considerable discussion and interpretation of the mandate given the committee by the Joint Council on Economic Education. To insure a reasonably uniform approach in interpreting and analyzing the textual materials, we developed a set of specific guidelines based on those suggested by the Joint Council. They appear in Appendix A of this report.

In completing the work sheets which provided the source material for this final report we made frequent reference to what is commonly called "Bloom's Taxonomy." In some cases this final report also uses it. Hence a brief summary of "Bloom's Taxonomy" is printed in Appendix B.

The conclusions and recommendations appearing in this report are based on the committee's evaluations of the textual materials included in this study. Individual reports were made by each investigator on forms designed expressly for this study and provided by the Joint Council on Economic Education. Examples of these forms appear in The General Introduction. These forms provided the "work sheets" for the study.

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[4]Townshend-Zellner, Norman, "A New Look at High School Economics Texts," *The Journal of Economic Education*, Volume 2, No. 1 (Fall 1970).

[5]*Ibid.*, p. 66.

SECTION 1

General Conclusions

It is with regret that we must conclude, as did the study committee of a decade ago, that ". . . the high school students whose knowledge of economics has been acquired through courses circumscribed by the textbooks principally used in the three social studies courses would be quite unprepared to cope understandably with most problems of economic public policy."[6]

The welter of information on institutional structure and the undeveloped and unanalyzed scattering of economic facts and concepts are unlikely to assist a student either to identify an economic problem or to use economic analytical processes. Indeed, the misapplication and absence of economic analysis characteristic of most of the materials examined will not help to achieve the often stated goals of social studies educators, that is, the achievement of good citizenship behaviors through the improvement of decision-making skills in a sociopolitical context.

The generalization above derives from the following conclusions.

1. The textual materials of the subject matter areas examined, except problems of democracy, tend to be oriented and structured toward a single discipline.

2. The objectives and prefatory materials tend to be rhetorical. Book after book uses the same glittering generalities with minor changes in wording. Most of the conventional textbooks examined claim special features alleged to enhance learning, but make little attempt to explain how the feature will indeed become the vehicle for the learning objective. The project materials generally are different in this respect, however.

3. Economic material tends to be either latent or manifest. If latent, it is there but is seldom brought to the reader's conscious awareness. If manifest, it is not analyzed or evaluated.

4. One can find certain basic economic concepts in all four subject matter areas examined. Thus, all government textual materials tend to include information on the market economic system. All sociology and anthropology materials include discussions of technology. Geography textual materials all treat economic concepts

[6] *American Economic Review, op. cit.*, p. ix.

relating to natural resources. And all problems of democracy materials deal with concepts that relate to economic policy.

5. A good deal of economics is conspicuous by its absence. Thus, while most texts assert frequently that our society or our nation "needs" to do thus and such, there is no suggestion that many needs might wither away when confronted by cost-benefit analysis or even in a less sophisticated vein—when the concept of opportunity cost is applied. There is very little about the importance of economics or of the nature of economic understanding. It is no surprise, therefore, that a useful presentation of the economic framework of scarcity and allocation tends to be absent.

6. To the question, are the economic concepts important and are they treated analytically, the answer is a qualified no. If "important" means that authors perceive understanding of the economic concepts as essential for learning the disciplines, then the following conclusions seem warranted: for sociology, anthropology and geography, the economics concepts as presented are not at all important; for government and problems of democracy, the information on economic institutions is more useful. The economics tends to be handled casually rather than treated deliberately. One can conclude that students would learn something of economic institutions but very little about the economic analysis of processes and problems.

   What kinds of analytic weaknesses can one find? There are many assertions without criteria or support. Terms and concepts are treated in a truncated fashion. That is, while economic terminology is used, there are far too few cases in which the explanations or illustrations are adequate. Value judgments tend to be implicit rather than explicit. Only infrequently do authors make distinctions between matters of fact and of opinion. The end-of-chapter questions often suggest that a personal and unsubstantiated opinion is the equivalent of responsible analysis.

7. Is the treatment systematic? In the light of the paragraph above, the answer must be no. The economic concepts as presented in the materials are frequently additive. They do not relate either to other economic concepts or to the subject matter concepts. Economic content often appears to be an afterthought: it does not possess explanatory value. If economics is to be included at all, one might expect an author to make use of the most basic tenet of economics —the necessity of choice-making under conditions of scarcity. But this does not happen. Thus, economic concepts and analysis which could have been extremely useful are largely absent.

8. Are the economic concepts defined or stated accurately? Errors of fact are abundant. There is often a lack of clarity. One can find frequent misapplication of economic concepts. There are errors of omission. Definitions are not always complete. The committee

saw statements that can accurately be called economic inanities. Occasionally economic information is out of date.

9. How understandable and interesting are the economic concepts? According to the usual criteria of a readability scale, the economics is understandable. However, since the terms and concepts are incomplete, they are to that extent not understandable.

   Case study materials in the conventional texts are interesting. But this committee must conclude that most of the textual material is not interesting because: (a) it tends to concentrate on lists and detailed facts such as social security provisions and labor legislation; (b) it tends to avoid a problems orientation and to be bland and issue-less; and (c) it tends to be descriptive. The conventional texts are uniformly dull but the project material is somewhat more interesting.

10. The following specific conclusions seem justified: (a) the external appearance of the textual material is very good: the typography, bright colors, readable print, charts and graphs and other features are visually attractive; (b) most of the end-of-chapter questions in the conventional texts are pitched at a low, rote-memory, level; (c) there is a sharp disjunction between some end-of-chapter questions and textual content so that often questions that are stimulating or inquiry-oriented could not be answered on the basis of the student's understanding of the textual material; and (d) in general, the project materials are more attractive and offer a wider range of teaching strategies for the teacher than the conventional textual materials.

SECTION 2

Reports by Social Studies Area

Government

Introductory and Descriptive Remarks

In this part of our examination the books used in courses usually entitled Civics or Government have been grouped together. The books examined are designed for uses in grades 9-12, although publishers generally refrain from specifying a particular grade level, presumably to avoid restricting their market.

The textbooks examined are:

Title	*Author*	*Publisher*
1. *American Civics* (also Teacher's Manual)	Hartley, William H. Vincent, William S.	Harcourt 1970
2. *American Government: Continuity & Change* (also Teacher's Guide)	Schick, Allen Pfister, Adrienne	Houghton Mifflin 1972
3. *American Government in Action* (also Teacher's Guide)	Resnick, Miriam R. Nerenberg, Lillian H.	Merrill 1969
4. *American Government in the 20th Century* (Teacher's Edition)	Ebenstein, William	Silver Burdett 1968
5. *Civics for Citizens* (Annotated Edition)	Dimond, Stanley, E. Pfleiger, Elmer F.	J. B. Lippincott 1970
6. *Civics* (Revised Edition)	Ball, Grant T. Rosch, Lee J.	Follett 1971
7. *Comparative Political Systems*	Schultz, Mindella	Holt Rinehart 1967
8. *Government in Our Republic* (Teacher's Edition) (Revised Edition)	Brown, Stuart G. Farnen, Russell F. Peltier, Charles L.	Macmillan 1971
9. *Magruder's American Government*	McClenaghan, Wm. A.	Allyn and Bacon 1972
10. *Our American Government*	Dimond, Stanley E. Pfleiger, Elmer F.	Lippincott 1969
11. *Understanding Our Government*	Bruntz, George G. Edgerton, Ronald B.	Ginn 1971

Before proceeding directly to the evaluation, it might be useful to identify the characteristics of these books in terms of their overall organization, objectives, strategies and special features.

The textbooks and materials are divided into instructional units numbering as few as three and as many as ten. A basic organizational pattern, however, can be identified. This pattern, transformed into a hypothetical government textbook, would consist of:

1. An introductory unit, e.g., The Foundations of American Government, The Meaning of Democracy, or Our Role as Citizens.
2. Three units devoted to a description of the structure and operations of the federal government, state governments and local governments.
3. A unit devoted to economics, e.g., The Free Enterprise System, How our Economy Works.
4. A concluding unit relating the United States to the rest of the world, e.g., The United States in Today's World, The United States in a World of Change, or the United States and World Affairs.

The books vary as to the explicitness with which the objectives are stated. The following list reflects the basic objectives usually identified by the authors:

1. To develop an understanding of the American governmental system.
2. To develop good citizens, i.e., to appreciate and be interested in American government.
3. To call attention to the issues, problems and fundamental questions facing Americans.
4. To present a broad framework of analysis for defining issues, bringing out points of view and examining facts and values.

In addition, some textual materials identify secondary objectives such as developing skills in studying and learning.

The preface or teacher's manual accompanying the textual materials frequently presents a list of features which, the *author* asserts, will help the textbook achieve its objectives. With few exceptions the strategies cited explicitly vary little from book to book. Included are:

1. The book is interesting because:
   a. It is written with the student in mind.
   b. It includes rich and meaningful details which furnish vital information that meets the needs of young people.
   c. Words and graphic material have been woven into a unified text.
   d. All elements in the text are divided into teachable and learnable units.
2. The book is effectively organized, interestingly written and thought-provoking. It includes such features as: direct quotations of Presidents, case analyses, cartoons, statistical features and pictorial essays.
3. Contemporary life is stressed by constant contrast with other societies.
4. Democratic values undergird the content, but the book recognizes

the place of ideology.

5. Understanding, generalization and the structure of knowledge provide the framework for good teaching.
6. Materials are incorporated from history, economics, philosophy, jurisprudence and comparative government.
7. The book tells it "like it is."

There is one textbook, however, which differs significantly from the format described above. This textbook is organized around the concepts of political institutions and ideologies, political leadership, political decision-making, the role of the citizen, and rights and liberties in a democracy.

Evaluation of Economics

1. What economic concepts are treated?

A number of economic concepts are common to almost all of the textual materials. There is one basic concept, however, which frequently is presented "by itself" as opposed to appearing as a concept related to a governmental agency's function. This concept is the market-oriented economic system of the United States. The other economic concepts which can be found in textual materials appear in one or more of the following formats:

1. The government as a:
   a. taxer
   b. spender
   c. regulator
2. The relationship between government and:
   a. business
   b. labor
   c. agriculture
3. Government and the problems of:
   a. the business cycle
   b. welfare
   c. agriculture and conservation
   d. labor and management
   e. the consumer
4. Miscellaneous chapters or sections on:
   a. production and marketing of goods
   b. money, banking, saving and investing
   c. business organization

First we shall discuss the economic concept treated separately—the free market system of the United States—and then expand on the other economic concepts, those appearing in the context of governmental agencies.

The treatment of the market system of the United States is usually accompanied by a brief mention of other kinds of economic systems. They are introduced by way of contrast with emphasis on the freedom of choice which characterizes a market economy as opposed to a centrally planned economy. The concepts of resources and factors of production often appear in this discussion. The success of the market economy in achieving high levels of output is usually highlighted with a statement such as "The idea of free enterprise in a land of great resources like the United States has helped

to produce the great factories and business of our times."

The real function of our economic system, however, as an allocator of scarce resources is seldom presented. It is understandable that the fact that we have a market-oriented system rather than a centrally planned system is stressed, but one notes the failure to analyze the functions of all economic systems. A more abstract concept, the efficiency of the market system, is not dealt with analytically.

Seldom is the concept of scarcity introduced as the basis for all economic systems. In fact, a perusal of the index of any of the government texts examined will reveal that the term scarcity is never listed.

Many economic concepts are mentioned in the context of government as a taxer. The kinds of taxes levied are described and quite frequently the reader will find definitions of terms such as: regressive, progressive, proportional, incidence and burden. Occasionally the principles of taxation such as ability to pay, equity and benefits received are mentioned.

In the sections on government as a spender, one will find a breakdown of how federal, state and local revenues are spent. The discussion of government as a regulator includes numerous economic concepts which underlie issues of monopoly, transportation and communication.

The section of the textual materials dealing with the relationship between government and business usually introduces the history of antitrust legislation while the section devoted to government and labor signals a presentation of the history of the union movement with special emphasis on significant labor legislation. The discussion of the relationship between government and agriculture opens the door for the entry of a number of economic concepts. Most frequently, the basic ideas of supply and demand are introduced at this juncture. At the same time, extensive space is devoted to describing the programs introduced by the government to alleviate the "farm problem."

The sections which deal with government and the business cycle are accompanied by descriptive materials dealing with inflation, recession and unemployment. Only rarely at this point are the possibilities of fiscal and monetary policy introduced. There are exceptions: one book has a section entitled "Goals and Means of Public Economic Policies" which explains the goals of monetary and fiscal policies and the means by which they are achieved. Government and the problems of welfare are introduced with a fairly extensive description of past social welfare programs including a discussion of the distribution of income. The discussion of the problems of agriculture, as mentioned above, is accompanied by a description of various farm programs and also provides perhaps the most serious effort to introduce some economic analysis using the concepts of supply and demand. Unfortunately, as we shall see in the next several sections, the analytical tools presented are inadequate to allow the student to engage in significant analysis of real problems. The sections dealing with conservation problems mainly emphasize how important it is to conserve our nation's valuable natural resources. The use of economic analysis, which could be so pertinent here, for example, introducing price as a rationing mechanism and the whole area of externalities, unfortunately does not appear.

The sections dealing with government's role concerning labor and management were touched on above. The sections of the book dealing with the consumer have not yet caught the flavor of contemporary consumerism. Rather, the approach tends to emphasize the belief that good citizens are wise consumers, that is, they know how to manage their budgets.

Miscellaneous chapters or sections appear in a few books which deal directly with the production and marketing of goods. In brief, this is a discussion of the importance of specialization and the division of labor. After acknowledging the importance of transportation, the discussion usually turns to a description of the main kinds of transportation services in the U.S.

The relative frequency with which money and banking concepts are dealt with reflects a change from the earlier report.[7] Much of the material is concerned with such concepts as money, checks, how to get a loan, and the structure of the Federal Reserve System. They usually do not include the relationship between the monetary system and the economic goals of stability and growth, with the exception noted above.

Often the books contain a description of the kinds of business organizations in our economy, mentioning the corporation, the partnership and the sole proprietorship. A discussion of monopoly is reserved for the section on federal regulatory agencies.

In sum, the economic topics covered are many, but are dealt with ever so lightly within the context of the structure and functions of government.

2. Are the concepts important and treated analytically?

If there is one characteristic of the government textual materials which is more pervasive than the uniform organization of the materials according to the structure of government, it is the utter lack of analytical content. This characteristic was scored in the study undertaken over a decade ago and, unfortunately, no change in the direction of more analysis is discernible. A wide range of economic terms and concepts is mentioned and sometimes described. The way they are presented reflects the structural organization of the government materials.

Assertions are frequently made in the materials without the additional provision of an explanation of the concepts involved. For example:

> "There isn't enough privacy [in our big cities] and what there is costs too much."
>
> "When a way is found to manufacture better things, prices are reduced to get more sales and more people can own the product."
>
> "The more and better he [the farmer] works, the less money he may make, because the supply is larger."

Value judgments are often involved in the assertion, without explicit

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[7] In the earlier report five topics were identified as being sparsely treated. These topics were: international trade, business cycles, money and banking, comparative economic systems and economic growth. The topic, "money and banking" was treated in only one of the four volumes examined. See *American Economic Review*, *op. cit.*, p. 10.

warning. For example:

"The British severely restricted trade with itself and with the West Indies and dumped cheap British goods on the American market."

"Most Soviet farmers dislike working as wage earners on collective farms. They feel they are little better than slaves."

Presentations are regularly made with only a superficial explanation or illustration, but not by analysis. For example:

"American communities have learned their lesson from the ghost towns of the west. They have learned not to put all their energies into a single industry."

"Why does the American economic system work so smoothly? It works because our economy is based on freedom."

"By manipulating the federal corporation income tax rates, Congress and the President seek to control the entire economy."

3. Is the content systematic?

Since the textual materials are organized according to the structure and functions of government, it is not surprising that the economic concepts which are presented do not follow any systematic, logical economic structure. In none of the materials is there an introductory presentation of economic analysis as a tool for repetitive use in studying the issues or problems raised in the context of the functions of government. In particular, the basic concepts of scarcity, opportunity cost, and supply and demand which could be used so frequently in analysis are not systematically presented. Concrete examples of how certain economic concepts do appear in the textual materials might be useful:

Trade is frequently dealt with in the context of tariff legislation.

Monetary policy is dealt with as a subsection of a description of the Federal Reserve System as a regulating agency.

Fiscal policy is presented as an afterthought of tax policy which itself is part of a subsection dealing with the "powers of the government."

The economic concepts themselves, once introduced, are not expanded or explained systematically. Frequently economic terms are used without defining them, and just as frequently some terms are used in more than one way without clearly identifying which usage is made. The use of the term "capital" is a prime example of dual usage of a term. Sometimes it is used to mean equipment, plant, machinery and tools, while at other times it is used to mean money.

4. Is the material defined, stated or explained accurately?

There are many ways in which information can fail to be presented accurately. The most obvious cases are factual errors in describing the structure and economic functions of government agencies and errors in defining economic concepts. Unfortunately, there is a sufficient number of errors of these types in the textual materials to make one suspect inaccuracies of a more subtle nature. Some examples of factual errors are:

"In effect they [Federal Reserve Notes] are "warehouse receipts" against the National Government's gold reserves, but, recall, they cannot be redeemed in gold."

"United States Government Savings Bonds are the most typical form through which the government borrows money."

Perhaps the best example we noted of inaccuracies, and lack of clarity is the following paragraph:

"A bank joins its Federal Reserve Bank by purchasing stock in the Reserve Bank; the value of the stock amounts to 6 per cent of the bank's capital (its deposits and other assets). This becomes the operating capital of the Federal Reserve Banks, and each Reserve Bank is permitted to issue Federal Reserve Notes backed by this capital. The Reserve Banks also lend money to their member banks on the basis of this capital, although, like all banks, they do not lend all their capital. A substantial amount of money, set by the Board of Governors (now about 20% of their capital), must be kept on *reserve*. Member banks must also maintain reserves, either in their own vaults or in their Reserve Banks vaults, which are also set by the Board of Governors."

Factual errors are especially numerous in explanations describing how the monetary system operates and the role of gold. One wonders whether we are better off now as opposed to ten years ago when there was little discussion of money and banking. Now there is some discussion, but too frequently erroneous.

One can find errors even in the small amount of analysis presented. For example:

"In a simple society it was comparatively easy to meet these [basic physical] needs for most people. But in our complex industrial society it is often much more difficult."

"The decrease in production resulted in increased prices because supply and demand became about equal."

Often inaccuracies exist because the explanation is so meager as to provide no basis for the statement. An example is:

"The money soon became worthless because it was not backed by sound credit and people lost confidence in its value."

In sum, factual errors are present throughout, definitions are often incomplete, and explanations are incomplete and inaccurate.

5. How understandable and interesting is the textual material?

Although there is some interrelationship between being understandable and interesting, it is fruitful to consider each of these attributes separately. The concept understandable, like interesting, has several dimensions. In the sense that understandability is measured by vocabulary, sentence length and complexity, and the level of abstraction, the materials can indeed be described as understandable. The qualification must be made, however, that there are all too frequent instances where economic terms are used in context without sufficient explanation or definition. The level of economic abstrac-

tion exercised poses no problem since examples of economic analysis actually presented in the textbooks are so rare.

In another sense, however, the textbooks are not understandable. If successful analysis of the cases and questions posed at the end of chapters measures understanding, then the materials will not achieve understanding since they do not impart the necessary skills of analysis.

There are some aspects of the textual materials which add to their understandability, however. Most of the texts are endowed with clear chapter introductions, section and paragraph headings, section checkups, and a logical government content organization. In many materials, the writing is carefully organized and simply arranged.

Evaluating textual materials in terms of their interest is a very subjective exercise. Nonetheless, it was the consensus of the committee that many of the books do indeed contain interesting case studies, introductory stories and relevant problems. Counterbalancing the initial judgment concerning the interest level, however, is that once presented, the interesting aspects are "spent." The student is unlikely to experience the discovery of interrelationship through analysis since the materials will not equip him or her for this kind of intellectual exercise.

There are a number of additional aspects of the textual materials which tend to make them dull. These characteristics are:

1. The practice of merely listing points or referring to economic concepts with no analytically based generalizations.
2. Too much detail with respect to the departmental structure of government, historical facts and legislative details.

6. How useful are the teaching aids?

There is a wide range of questions appearing at the end of the chapters in these textual materials. Many of them require only low level cognitive answers. In contrast, however, some materials raise questions which require sophisticated thinking and analysis. Some examples of the latter are:

> "Though many inventions are made under research grants awarded by the federal government, the inventor is free to patent his invention. Do you believe that the public is paying for the invention twice?"

> "Do you think that the progressive income tax mainly promotes equality of opportunity and/or destroys it?"

Unfortunately, the accompanying textual materials fail to give the student sufficient amounts of the kind of experience and analytical capability necessary to formulate appropriate answers to such questions.

Most of the materials employ good typography, attractive drawings, colorful pictures, and in general, present an attractive appearance. Similarly, most of the materials are well endowed with aids such as checkup questions, summaries, lists of items, "what do you think" sections, etc., all of which provide a varied approach to learning. But, in the absence of analytical training, they lose much of their potential value.

Those textual materials which do contain glossaries include only a limited number of economic terms. For example, in one book the following list includes *all* the specifically economic terms defined:

administrative budget, budget, capitalism, excise tax, fiscal year, free enterprise, gross national product, laissez faire, law of supply and demand, monopoly, parity, price support, proprietor, shared revenue, socialism, tariff, tax rate, uniform tax, withholding rate.

The definitions tend to be very brief and while the purely descriptive definitions such as that of Gross National Product are straightforward and accurate, the more analytical definitions leave much to be desired. Consider for example this definition of the law of supply and demand: "the condition under which the market operates in the free enterprise system."

For comparison purposes, the term "gross national product" was examined in each of the books with glossaries. (Four of the books had no glossary.) The definition given was basically similar in the five books which included the term, namely, "the total value of final goods and services produced in a country in one year." Interestingly, two books with glossaries failed to include it.

The subsection above, entitled "Introductory and descriptive remarks," was concluded with a reference to one textbook which differed significantly from the rest in terms of organizational structure. The comments above do not really pertain to this set of materials. In this unique set we found that there is no explicit treatment of economics and even the implicit treatment is less obvious than that occurring in traditional textbooks. Our analysis of this text reveals the following:

1. What concepts are treated?

Only a very few economic concepts are touched upon and even then only in a very oblique manner. The few identified are:

- Money and banking—in the context of a discussion of federalism, in particular the powers of the Confederation to coin money as stated in the Articles of Confederation.
- Economic conditions prevailing in Russia prior to 1860—in the context of Marx's works.
- Private property—in the context of Marx's view.
- Economic planning in the U.S.S.R.
- Economic goals as articulated in the Soviet constitution.

2. Importance of concepts and analytical treatment.

No analysis is given. Questions at the end of readings occasionally open the door for appropriate economic analysis but the textbook does not develop such tools.

3. Is the order of the economic content systematic?

There is such little content that the question is not appropriate.

4. Are the concepts explained accurately?

No attempt is made to explain any economic concept.

5. How understandable and interesting are the concepts treated?

Where economic concepts are treated, they are very interesting.

In sum, the book is fascinating to read. The short articles and excerpts are pithy, the questions are incisive. But analytical economic understanding is *not* a by-product.

Problems of Democracy

Introductory and Descriptive Remarks

The purpose of this section of the summary report is to assess the treatment of economics in secondary school level Problems of Democracy textual materials. The following materials were evaluated for their economic content:

	Title	*Author*	*Publisher*	*Edition and Copyright*
1.	*Inquiry into Crucial American Problems* Series	Fraenkel, J. R. (Editor)	Prentice-Hall	1970, 1972
a.	*Alienation*	Urick, R. V.		1970
b.	*Cities in Crisis*	Tretten, R. W.		1970
c.	*Country, Conscience and Conscription*	Bressler, L. A. Bressler, M. A.		1970
d.	*Crime and Criminals*	Fraenkel, J. R.		1970
e.	*Foreign Policy*	Wolf, A.		1970
f.	*Poverty in an Affluent Society*	Durfee, D. A.		1970
g.	*Prejudice and Discrimination*	Holmes, F. R.		1970
h.	*Propaganda, Polls, and Public Opinion*	Mitchell, M. G.		1970
i.	*The Drug Scene*	Way, W. L.		1970
j.	*The Environmental Crisis*	Myer, C. B.		1972
k.	*Voices of Dissent*	Kane, F.		1970
2.	*Problems of Democracy*	Dunwiddie, W. B.	Ginn	1970
3.	*Public Issues* Series	Harvard Social Studies Project	American Education Publications	
a.	*Progressive Era*			1971
b.	*Taking a Stand*			1970
c.	*The New Deal*			1968
d.	*The Railroad Era*			1970

These materials represent a limited sampling of the texts normally used in a traditional Problems of Democracy course at the senior high school level. Because of the interdisciplinary nature of the course, many school systems use texts that are analyzed in the government, geography, and sociology and anthropology summary reports.

In analyzing these texts and pamphlets, certain general characteristics were observed. As the name of this group of texts implies, they are problem-oriented with particular emphasis on contemporary urban issues

that would be of interest to students. The problems are typically approached by means of: case studies, readings with built-in conflict situations, or descriptions with solutions in the chapter and lead questions at the end. The materials are interdisciplinary in their conceptual organization with varying emphasis on concepts of sociology, geography, political science, anthropology and economics.

The means by which economics is introduced varies considerably among the texts and in fact, varies even within a particular text or pamphlet series. For example, one text is divided into four units: Study of Modern Problems, Social Problems, Economic Problems, and Political and International Problems. In the economics unit, stress is placed on macroeconomic concepts. In the other units, issues with economic content are touched upon, but generally in a superficial or descriptive nature. In another book there were several units dealing with problems that have strong economic implications, e.g., crime, drugs and pollution, yet there was no economic treatment. The remaining units deal with economic concepts in a descriptive manner but without economic analysis. In a third book the cases include concepts from several of the social science disciplines with one of the disciplines playing a key role, depending on the case in question.

Evaluation of Economics

1. What Economic Concepts are Treated?

All the materials include some economic concepts, generalizations and principles, but the treatment varies considerably. For the most part, the concepts of supply and demand and those concepts associated with macroeconomics (GNP, monetary and fiscal policy, inflation, economic growth, recession and unemployment) are treated at the *knowledge* and *comprehension* level of Bloom's taxonomy. There are instances in the chapters on economic problems in two books where the student is asked to *analyze* cases, *apply* concepts learned in the chapter to a new situation or make on the spot *evaluations* in a role-playing simulation exercise. In one of these the author labels problems as economic, political, social or international, but with few exceptions the frequency with which economic concepts are mentioned in the social, political and international areas is low. In the other, where particular issues are presented, practically no mention is made of economic concepts that would be appropriate to the analysis of the problem. For example, in dealing with the environmental crisis, the author makes no mention of the economic analysis of externalities and their effect on allocation of resources.

2. Are concepts important and treated analytically?

Usually the economic concepts and generalizations discussed in the Problems of Democracy books are treated as simple assertions or descriptions, excluding any economic analysis. In most cases, the assertions are reinforced with definitions, explanatory materials, case studies and some graphs and illustrations, but without any explanation of the economic theory or values underlying the generalizations. For example:

"Women worked long, hard hours for low pay in factories of the early 1900's."

"By keeping production limited and prices high, there were not as many jobs for the unemployed as there might otherwise be, and people couldn't afford to buy many of the goods."

"Americans have faith in the capitalistic economy of the country, and we make laws to guarantee the rights of workers, to require employers to pay decent wages, and to protect workers against exploitation and oppression."

3. Is the content systematic?

In spite of the fact that a number of economic concepts, albeit descriptive, are introduced within a problems setting or in a unit dealing with economic problems, there is scarcely any mention of the fundamental economic problem of scarcity.

The productive resources of land, labor, capital and management are identified throughout the materials. But the reader is not introduced to other useful economic concepts such as opportunity cost, which relates to the real cost of using resources in dealing with economic, political and social problems. The price mechanism and the free enterprise system are described, but in spite of the fairly extensive explanation the description is inaccurate and incomplete. For example, here is an excerpt from one book:

"The actual price that can be obtained for these goods or services is influenced by conditions of the market. How many consumers have money and want to buy? How large a supply is available? These factors taken together are frequently referred to as the law of supply and demand. We may state the law simply as: if all other factors are equal when demand is high, prices rise; when demand is low, prices fall; when supply is high, prices fall; when supply is low, prices rise."

There is no substantive analysis of supply and demand and therefore no transferability when the concept is mentioned or related to a problem in other sections of the books. There is no explanation of how price is used as an allocating mechanism.

Only in one book are the basic macro concepts of economic growth, inflation, monetary and fiscal policy, etc., defined and illustrated in a way that allows the student to make analytically determined policy decisions. He is usually left with inadequate and inaccurate information to analyze such problems as economic growth, recession and inflation.

There is one case study, in another book, in which the Kennedy Administration's tax program to promote economic growth is described. Such terms as unemployment rate, full employment, inflation and maximum potential output are either just mentioned or defined inaccurately. Yet the reader is expected to answer a question at the analysis level on federal and consumer budgets at the end of the chapter.

With the exception of a chapter on economic growth and productivity in one text, there is no economic structure or logical ordering of economic concepts that can lead to the understanding and solution of problems confronting the student on the federal, state and local level.

4. Is the material defined, stated or explained accurately?

In instances where economic concepts are defined, the strategies used to explain them are case studies or illustrations. Frequently, however, inaccuracies occur. For example:

> "Thousands of people who had never invested in stocks rushed to the bank to get their money, only to discover that the banks had lost it on the stock market."
>
> "If private enterprise overreached itself, bidding for goods at a rate higher than the economy could produce them and thus causing inflation, Government should take money out of the private economy by raising tax rates and making money harder to borrow."
>
> "The cost of living varies with the purchasing power of money."
>
> (Post hoc ergo propter hoc reasoning): "Unions won significant economic gains. Average hourly earnings in manufacturing industries rose from 15 cents in 1890 to 48 cents in 1919. The average workweek dropped from 60 hours in 1890 to about 45 hours in 1919. Many nonunion workers also benefited from these wage-and-hour patterns established by union effort."

As stated earlier, the economic information is either absent or so incomplete in some of the series pamphlets that it is extremely difficult to study the problems mentioned from an economic viewpoint.

5. How understandable and interesting is the textual material?

Much of the material is interesting because the problems and cases selected are of particular concern to the average high school student. The authors in two books provide a variety of divergent viewpoints which will encourage student discussion and reflection on the various series materials. In one of these the author stresses a variety of case study approaches using different teaching strategies for student interest and involvement.

The material is *understandable* in that the vocabulary and sentence length are appropriate for a high school audience.

6. How useful are the teaching aids?

The teaching aids in the materials evaluated include the following: (a) lead questions at the beginning and end of the chapter; (b) bold type paragraph and chapter headings; (c) photographs, charts, graphs and illustrations; (d) teacher's guide with suggested supplementary readings and films; and (e) games and simulations. From an economics content viewpoint these aids generally fall into two categories. On the one hand, the questions or teaching strategies employed are of such a level that simple recall or comprehension of the facts is all that is required. On the other, the aids may be stimulating and may encourage students to achieve higher levels of cognition; for example, there is a reading on planning and poverty in one book. Yet the content is so devoid of economic tools that no meaningful discussion of the issues can take place.

Geography

Introductory and Descriptive Remarks

This section of the evaluation is devoted to the textual material frequently used in high school geography courses. As in the case with most of the other textbooks considered, the publishers do not specify grade level appropriateness.

The textbooks examined are:

Title	*Author*	*Publisher*
1. *Geography and World Affairs*	Jones, S. B. Murphy, M. F.	Rand, McNally 1971
2. *Our World and Its Peoples*	Kolevzon, E. R. Heine, J. A.	Allyn and Bacon 1972
3. *World Geography* (Annotated)	Bradley, J. H.	Ginn 1971
4. *World Geography* (Economic, Political, Regional)	Pounds, N. J. G. Taylor, J. W.	South-Western 1967
5. *World Geography Today* and Teacher's Resource Book	Israel, S. Roemer, N. H. Durand, Jr., L.	Holt, Rinehart and Winston 1971
6. *The World Today: Its Patterns and Cultures* (Teacher's Edition)	Kohn, C. F. Drummond, D. W.	McGraw-Hill (Webster Division) 1971
7. *Geography in An Urban Age* (Units 1, 2, & 5: Student Resources and Teacher's Guides)	High School Geography Project of Association of American Geographers	Macmillan Various dates to 1970

To acquaint the reader with the nature of these materials used in high school geography courses, it may be useful to discuss the objectives, rationales and organizational structures which characterize the materials.

The objectives and rationales for the materials listed above are usually not made explicit. In the exceptional cases where they are presented, they are often inadequate. This is especially true of the rationales. Here are some examples of objectives taken directly from the textbooks:

". . . to learn more about the world in which they [students] live."

". . . to get you to think—about the real problems and issues."

". . . must acquire certain geographic skills."

". . . a real understanding of the great land of America."

". . . to understand the geography of man on this planet."

These statements taken from three of the texts are explicitly stated but are very broad. Other texts merely imply objectives and rationales which can only be inferred from textual content. The absence or inadequacy of

such statements, however, is much less a failing than the apparent lack of consideration of such matters before writing the texts.

The presentation of the textual material and the questions asked suggest the authors believe it important that facts must be memorized by the student. This appears true in spite of protestations to the contrary in prefatory material.

In some instances, however, suggestions for inquiry activities and questions for discussion are included. But in the light of the textual material and even the teacher's aids it is difficult to believe that the necessary processes and principles will be learned to enable meaningful student responses to the activities and discussion questions. This comment applies directly to the economic principles presented in the materials. The High School Geography Project is different in this respect and will be discussed separately.

The texts, other than the High School Geography Project, are organized along regional or political entity lines. Generally there are several introductory chapters. In its introductory chapter, one book reviews politics, policies and economic factors. Another discusses manufacturing, trade, transportation and communication along with climate, topography and natural resources in its introductory section. A third emphasizes world patterns as an organizational device, namely: patterns of population and food supply; the stage of economic growth; degree of urbanization; industry and commerce; resources; and political structure. After these introductory materials the texts then go into regional or political area descriptions.

Some of the texts end with relatively brief, broad discussions such as: "The Oceans, the Air, and Space" and "A Changing World"; "World Trade: Key to Prosperity," "Preserving the World's Environment," and "Resources and Developing Nations"; and "Challenges to the World's Peoples" and "The Search for Peace."

The High School Geography Project material is quite different. It is divided into six units. We reviewed three of them in which we expected economics to be generously applied to the material presented: Unit 1: Geography of Cities; Unit 2: Manufacturing and Agriculture; and Unit 5: Habitat and Resources. Within each unit is included a wide range of topics, readings, activities, etc.

Evaluation of Economics

1. What economic concepts are treated?

The economic content is seldom generalized or formulated into principles. The cognitive level (see Appendix B) is usually at 1.00, that is, "knowledge of facts." In some instances, however, the level jumps discretely to 3.00, "application." In one book the material similarly ascends to the 5.00 and 6.00 levels.

The economic concepts presented most frequently appear in the context of a discussion of natural resources. These include climate, topography, the allocation of resources; production; specialization, especially geographic specialization; transportation; and economic growth. The importance of trade and exchange among geographic regions is emphasized, but the economic concepts underlying trade and exchange are seldom identified or

developed.

The fundamental economic concept of scarcity appears only implicitly in the materials. Other economic concepts sometimes included are: barriers to international trade; the balance of payments; economic systems and their changing nature; markets; the profit motive; and even income determination. In all cases, however, the economic concepts appear incidentally. They are not organically linked to the geographic concepts.

Both economic and geographic concepts tend to be repeated over and over as each country or region is considered.

Generalizations are not used as an organizational or teaching tool even though they are commonly presented in introductory sections.

2. Are the concepts important and treated analytically?

Although the economic concepts are important, they are treated in a most unanalytical fashion. The usual treatment is by assertion, unaided by analytical development or other logical support and often without reference to criteria or authority. Some examples of this treatment are:

> "Croplands are more valuable than pasturelands throughout this belt."
>
> ". . . it can be said that international trade exists primarily because there is a demand for goods on the one hand and a surplus of goods on the other . . ."
>
> "Specialization also contributes to the success of the Illinois farmer. He does not grow a great variety of crops . . . much of the food that he and his family eat comes from the store . . ."
>
> ". . . as settlement expands . . . land values go up . . . and in many cases agriculture becomes less profitable . . ."

Value judgments are often involved, but they are rarely made explicit. For example:

> "Other filtering processes should be required of factories, airplanes, and automobiles to stop air pollution."
>
> ". . . economic life still does not produce all it should."
>
> "The Tennessee Valley Authority [is a] highly instructive lesson in the proper use of hill country."
>
> "[In this country we] need wider and straighter roads."
>
> "If he is obliged to purchase many articles, then he works for others and not for himself; he is but a fool and slave." (Quoted material.)

Many of the textual materials suggest that solutions of economic problems are merely matters of opinion. Examples are:

> "*Do you think* it is a good thing for a country to become dependent upon another for raw materials?" (Our emphasis.)
>
> "When you get right down to it, it isn't physical distance that really matters with people; it's what they *think* about distance."

"*Do you think* capital (money) is all that is needed . . .?"

3. Is the content systematic?

The development of concepts by definitions, illustrations and examples appears occasionally in most of the texts. In one text reliance is placed on student development of concepts and interrelationships.

Economic concepts arise in the context of geographic concepts. There is, however, so little development and building of economic concepts that they are not interrelated. No framework or structure of economics is developed in these materials as a general aid to the student.

Major organizing economic concepts are not treated systematically. They are not introduced and illustrated in an introductory fashion and then used later throughout the text. Thus, transferability and application of major concepts are largely absent.

Some transferability is evident. In one book, for instance, the student is expected to develop and elaborate certain concepts in self-chosen activities. However, there is an apparent disjunction between the questions and activities and the textual materials. While the textual material is written at the factual level, questions and activities often call for intellectual processes that are much more complex.

4. Is the material defined, stated or explained accurately?

Economic inaccuracies of several kinds occur frequently in these texts. There are factual errors:

"Electricity does not make the air smoky as coal does."
[Where does electricity come from, in large degree?]

"Platinum . . . like gold . . . is used chiefly in jewelry."
[Gold not as monetary reserves?]

There are economic inanities:

"Since this kind of electricity is dependent on coal or oil, it would clearly be in the national interest to use some other means of making electricity and thus save the oil and coal."
[No cost-benefit analysis needed?]

". . . the financial panic of 1873 erased the town's assets . . ."

". . . every rent that can be saved between the farmer and the intake door of the retailer is an increased return to the farmer."
[Quoted material.]

Some statements suffer from incompleteness:

"If industries are to be developed in those countries where the buying power of the people is now low, it will be necessary to raise the wages of those who are gainfully employed." [No distinction between money and real wages is made and the concept of productivity is unmentioned.]

Occasionally material is out-of-date, as:

"Already we are hearing that more coal is being mined than can be

used, and we are all aware of the unemployment and distress that have come to some of our coalfields."

Finally, biases sometimes lead clearly to unjustified statements:

"An oppressed working class developed. They lived on a starvation diet, sold their labor for very low wages, started and stopped work at the sound of a bell in the belfry, and lived in misery and wretchedness." [Referring to the economic growth of the city of Bruges.]

5. How understandable and interesting is the textual material?

The material is generally written so as to be understandable by high school students, although there are lapses in clarity such as:

"Newer uses for such metals as aluminum, titanium, and magnesium should help to increase the amount of our mineral resources, since they can be substituted for those in short supply."

and

"If all other assets are equal, a nation with a greater number of people will be more powerful . . . . Obviously, mere numbers of people, like mere acres of land, are not an element of national strength."

It appears, however, that comprehension is considerably impeded because there is no understandable framework for the economic concepts. The result is that the geographical material is far less interesting than it could be.

6. How useful are the teaching aids?

The nature of questions asked most frequently suggests that facts are to be memorized. Occasionally questions for discussion and inquiry do arise. But, these are not organically related to the textual material. Therefore, if students do develop any analytic skills, it would probably be due to the teacher rather than the text.

Examples of questions that could not be answered by referring to textual material are:

"Would it be a good plan to have such [scrap] drives made in peacetime?"

". . . decide whether the facilities of transportation and communication in your community are adequate."

But there is a tendency to elicit students' conclusions when neither their background nor the textual material is adequate. For example:

". . . evaluate . . . actions . . . to solve major urban problems."

"Suggest some reasonable measures to increase food production . . . increasing modernization, etc."

Sociology and Anthropology

Introductory and Descriptive Remarks

This section of the report is devoted to textual materials used in high

school sociology and anthropology classes. The materials examined are:

CONVENTIONAL TEXTS

Name of Book	*Author*	*Publisher*	*Date*
1. *Anthropology for our Times*	Cover, Lois Brauer	Oxford Book Co.	1971
2. *Modern Sociology*	Koller, Marvin R. Couse, H. C.	Holt, Rinehart and Winston	1969
3. *Sociology*	Landis, Paul H.	Ginn & Company	
4. *Anthropology*	Zdenek, Salzmann	Harcourt, Brace and World	1972 1969

PROJECT MATERIALS

5. *Sociological Resources for the Social Studies*: *Episodes in Social Inquiry* Series, Allyn and Bacon, Inc., Boston.
   "Social Mobility in the United States," July 1970
   "The Incidence and Effects of Poverty in the United States," November 1969
   "Migration Within the United States," 1972
   "Science and Society," June 1971
   "Leadership in American Society," November 1969
   "Small Group Processes," August 1971
   "Religion in the United States," July 1971
   "Simulating Social Conflict," July 1971
   "Roles of Modern Women," March 1972
   "Family Form and Social Setting," August 1971
   "Social Change: The Case of Rural China," May 1971
   "Testing for Truth: A Study of Hypothesis Evaluation," December 1969
   "Images of People," October 1969

6. *Patterns in Human History,* The Macmillan Company, New York, 1971.
   "Origins of Humanness" (Readings)
   "The Emergence of Complex Societies" (Readings)
   "Studying Societies" (Teaching Plan)
   "Studying Societies" (Readings)
   "The Emergence of Complex Societies" (Teaching Plan)
   "Origins of Humanness" (Teaching Plan)
   "Modernization and Traditional Societies" (Teaching Plan)
   "Modernization and Traditional Societies" (Readings)

Most but not all of the textual materials in the fields of high school sociology and anthropology contain some statements about objectives. In some cases, the objectives are in both the student's and the teacher's texts. In others, information about objectives is found only in the teacher's guide. Here is a brief summary of objectives to be found in the materials examined:

develop attitudes of objectivity,
introduce students to universal cultural needs,

create awareness that social differences stem from different ways of satisfying needs rather than from difference in physiology,
to introduce students to the methods and materials of the anthropologist,
to challenge students by developing within them a sense of inquiry,
to encourage expression of opinion,
to excite students by implanting within them a desire to solve social problems,
understanding of the biological and cultural factors that affect human behavior,
understanding of how different cultures fulfill needs,
better understanding of one's own society and culture,
deeper insight into the roots of cultural and racial prejudice.

Since not all the texts are specific in listing objectives, one has to infer the aims. The following generalizations can be inferred from the materials:
to use the information of sociology to "solve the dilemmas that plague man" whether such are recent or ancient.

to "be acquainted with a broad range of happenings" so that one can analyze and understand "social processes,"

to introduce students to a sociological perspective,

to have students better informed about certain sociological phenomena,

to enable students to understand social phenomena from the social scientists' viewpoint.

Summarizing these objectives, one can identify common aims. The texts seek to develop certain attitudes, e.g., objectivity, inquiry, social concern. They seek to acquaint readers with the general fields of sociology and anthropology. They endeavor to have students understand the intellectual processes of social scientists to the end that they, too, can use and interpret social data.

There is probably an objective that underlies the sociological inquiry material that is not even remotely hinted at in the textual materials. A colleague of one of the reviewer's stated that he had participated in the original materials compilation some years ago. He asserted that sociologists wished to generate some interest in the subject so that students will enroll in sociology courses, much as they do in courses in history. Therefore, it was reasoned, if high school students are acquainted with the field, they will be predisposed to follow it up at the college level.

Before attempting to evaluate the type, frequency and context of economic material, a word should be said about the general characteristics of secondary anthropological and sociological curriculum materials. There are two general types. The more frequent is the textbook, traditional in orientation, clearly designed for a high school course in anthropology and sociology. The second type could be designated "project material." Two illustrations of this are the readings and student manuals of the Anthropology Curriculum Study Project and those of the American Sociological Resources for the Social Studies. Both could be characterized as "new social

studies" curriculum materials put on the market by consortia of social scientists organized by the American Sociological Association and the American Anthropological Association.

Evaluation of Economics

1. What economic concepts are treated?

Economic themes, problems and concepts vary from very few references to economics in one case to a very considerable number. Since so few references do exist in the book referred to above, it might be useful to give two examples to show the author's emphasis when he does include economics. There is one reference to trading: "At Jarmo, as at Cata Hujuk, there are indications that the inhabitants carried on trade with peoples living some distance away." Economics is also mentioned in the context of a discussion of the study of anthropology, "For example, among the seventy or so animal-herding societies so far represented in this survey, nearly four-fifths trace the descent patrilineally. This seems to suggest a correlation betwen a basic economic activity and a particular type of kinship organization."

Another characteristic is identifiable. Certain economic themes are essentially unique and isolated and some are fairly pervasive and can be found in both the traditional textbooks and the new project material. Thus, the economics of an Israeli kibbutz—with a fairly extensive description of job allocation, the self-subsistent economy, rejection of the profit motive, and public ownership of all goods—is found only once. However, such concepts as division of labor, sex role differentiation, economic systems as responses to human needs, socialism and capitalism, technology and the agricultural basis of underdeveloped societies may be found in both the traditional and the project curriculum materials.

What are the economic themes and where are they to be found in sociological and anthropological material? Comparative economic theory —specifically either comparisons of economists such as Marx and Weber or of economic systems—can be found in such settings as Social Mobility, Social Institutions, and Social Change. As mentioned above, the essentially socialist economic basis of a contemporary Israeli kibbutz is to be found in one book. The relationship between division of labor and sex roles can be found in such settings as Roles of Modern Women. Technology and technological change are found in both the traditional and the newer project material. The concepts of technology are found in units entitled Family Form and Setting, Social Change; Man as Toolmaker; Man as Technologist; and—oddly enough—Man's Biological Inheritance.

We have described two patterns of economic use: extensive consideration of one economic theme found only in one setting and economic concepts found rather frequently, in a number of settings. However, the most frequent use of economic concepts is of the hit-and-miss, sporadic type. That is, located in all sections of a given text or project curriculum material are many distinguishable economic concepts. Among them are:

> automation, managerial function, capital accumulation, production factors, price systems, economic role of government, saving and investment for growth, business cycles, competition, advertising, monopolies,

economic planning, rise of the factory system, the economic genesis of racism, role of inventions, farm problems.

While some of the concepts enumerated above are treated in a sociological or anthropological context, most of them appear only in isolation. That is, they have no understandable context. They are not developed, analyzed, applied or interpreted. This usage pattern will be analyzed later in this section.

At what cognitive level are these economic concepts? Some of the economic materials in the projects range from the factual to the evaluative level. For example, there are charts and graphs on social mobility which provide students with factual material and ask them to interpret it. The material on the Israeli kibbutz, it would seem, is provided for the purpose of interpretation (within the given sociological framework). The economic material on 17th and 18th century English imperialistic domination over Scotland, however, would seem to be *evaluative,* at least in the sense that students are asked to make judgments without being given criteria: that is, they are seemingly asked to invent their own criteria. However, most of the concepts—and almost all in the conventional textbooks—are located at a low level of the Bloom taxonomy. Illustrative of this, perhaps, is information on technology. There are generalizations concerning technology, technological change, the relationship between technology and the kinship system, archaeological interpretation of tools, technology and sex roles. Much of the time the students are not asked to do anything with the material; only to see that it is one generalization that fits in a matrix of higher order sociological and anthropological generalizations.

2. Are the concepts important and treated analytically?

First, are the economic concepts to be found in the sociological and anthropological curriculum materials important? The answer must be ambiguous. They are important in the sense that most economists would probably agree that the economic concepts, principles, etc., are important. That is, economists generally deal with the economic concepts of comparative economic systems, division of labor, technology, scarcity, economic controls, competition and the other concepts discussed in the previous section. However, if one asks the question, "Are these economic concepts treated as if they were important?" then the answer must be an emphatic "No."

In one text it would appear that the concepts and generalization introduced are for the most part defined accurately but are essentially descriptive, with no real analysis or explanation. With regard to another, the economic points tend to be important, but are treated as if they were merely accidental: that is, they are not organically related to the basic topic. With regard to a third text, economic assertions are frequent but there is a deliberate tendency to avoid recognition of the importance of economics. The economic concepts in a fourth are confined to one-line descriptions.

It would follow that the economic material is not in the least analytic. One would expect to find analysis in the material with the most economic information, but this is not so. The author's important assumptions and conclusions are dependent upon values which are made without specification

that values are indeed involved.

According to the criteria established for this report, the economic material must be judged to be assertions, descriptive in nature, that are included without any logical support, reference to criteria either implicit or explicit, and certainly without reference to any economic authority. There is, as has already been mentioned, often a good deal of economic material, but its inclusion in the sociology and anthropology texts is entirely incidental to any economic analytic values, and has more to do with developing sociological insights than providing opportunity for economic analysis.

3. Is the content systematic?

With regard to the systematic treatment of content, a number of patterns emerge. The first pattern consists of a rather large section, easily identifiable as economic material, included either as a separate chapter or as a subsection within a unit or chapter. A section on Man and Economics in one book illustrates this pattern. This is descriptive information on food-gathering and hunting societies, shelter, domestication of animals, agriculture and other themes. Thus, in this instance, economic concepts are simply tied to one another in an additive fashion. There is no logical interrelation of economic concepts. A good many brief definitions, illustrations and examples are found. However, often enough, needed definitions are absent (e.g., under Rise of a Class System, the term "class system" is italicized, as if to tell students that it is an important technical term, but it is not defined). One might perhaps conclude that, from the standpoint of a sociologist, the chapter is well organized internally, but from the outlook of an economist, the economic concepts are simply tied together with no real development, no building and no sense that economic analytic tools have any real explanatory value.

Another pattern can be found in the project materials. In particular units of the projects a good deal of economic information may be found. Some of the units in the anthropology materials, especially those concerned with ethnographic descriptions of ancient and contemporary preliterate or underdeveloped societies, contain abundant description of economic activities. However, this description is not, according to our evaluative criteria, systematically developed.

Another text illustrates a different use of economic material. Perhaps the single most extensive use of economics is the previously mentioned treatment of Marx, Weber and Warner in an item on social mobility in the United States. The supplementary material for the teacher's own use is simply more of what appears in the student readings. The directions to the teacher for analysis of this section are completely devoid of reference to economic theory which clearly is an important component of the analysis. Hence, in no sense could one call this type of treatment "systematically developed."

The third pattern involves the citation of economic information, principles and theories woven in the dominant sociological and anthropological content, both in the traditional and in the project materials. However, since the material is designed basically to illustrate or develop sociological generalizations, these principles and theories are not developed. They are clearly not related in any internal, logical fashion. And they are not related to the

sociological or anthropological concepts.

In brief, in no texts examined can one find material that is developed systematically, as defined by our criteria. The text material is prominently sociological and anthropological, and economic concepts are introduced only incidentally.

4. Is the material defined, stated or explained accurately?

Definitions, as already noted, are not frequent. Terms are mentioned, often italicized, but not often defined meaningfully. Here is an illustration:

> "At almost regular intervals the capitalistic economic machine falters. A period of *prosperity* is followed by a *recession*. Occasionally the downswing develops into a serious business collapse called a *depression*, to be followed by a period of *recovery*. The entire business cycle (from one low point to the next) has lasted characteristically from three to eight years."

Why one should assume that underlining recession and depression would either define the terms or distinguish one from the other is not evident. Clearly it ought not to be expected that a high school course in economics is a prerequisite to one in sociology.

Another text is fairly typical. The economic information that is included is accurate, but it is incomplete, and therefore potentially quite misleading.

As far as completeness is concerned, it would be fair to say that the majority of the economic concepts, most of the time, are treated so briefly as to be unintelligible. In so far as the economic material is incidental to the main concern, this is understandable. With regard to the ethnographic material in one book, another observation must be made. Ethnographic material —on-site description of the cultural behavior of a given society—does not typically identify behavior as "sociological," "political" or "economic" in nature. Therefore, while the ethnographic material in this book does contain a great many descriptions of economic behavior, it is never specifically labeled or identified as economic.

The problem of economic errors or economic illiteracies is probably a more significant issue. This committee located economic errors which may perhaps be classified as errors of omission, incorrect or erroneous information, distortions due to bias, obsolescent information or simplistic treatment. Almost all texts examined contained some economic misinformation but the variation is considerable. We must again conclude that assertions are unsupported, values are not identified and oversimplifications are frequent.

5. How understandable and interesting is the material?

With one possible exception, the material can be judged understandable. The conventional sociology and anthropology texts appear to be designed for upper level high school students, although a statement to this effect is missing in the teacher's guides. One can also infer that the texts are designed for elective courses in which students are probably better than average. If this is assumed, then the judgment is that in general the vocabulary, sentence length and complexity, and level of abstraction are appro-

priate. As with virtually all texts designed for a mass audience, the publishers have made an attempt to use short sentences and a fairly low abstraction level. As pointed out, however, the lack of definitions probably increases the difficulties in comprehension. There is one possible exception. The sentence length and complexity and the word choice are probably not measurably more difficult than the conventional texts, but one would have to judge the level of abstraction higher than that of most of the other materials examined. This is probably related to the philosophical assumptions of the authors who, it could be assumed, are employing a Brunerian "structure of the discipline" approach. The materials, therefore, tend to revolve around the intellectual processes of scholars in sociology—as can easily be inferred especially in the sociological episodes on research methods and perception—and are not simply the major concepts watered down and simplified for high school students.

Are the conventional texts interesting? Almost certainly the answer is no. The texts are designed conventionally: around the topics and concepts which are usually included in basic courses in introductory sociology and in cultural and physical anthropology. Most frequently the chapters are descriptive in nature and are simply not related to the concerns of students. Nor, as they are written, are they directly related to significant problems in society. To be sure, there are frequent references to problems, but the authors usually do not structure their material so as to involve students in the value conflicts, cultural contradictions and vexing issues that exist in all modern societies. Sections on the economic necessity for both marital partners to work do not include a description of role reversal and conflict (although in one text reversal is mentioned briefly) and no mention of the possible wage differential between men and women. Those units and chapters in anthropology texts which treat the subject of underdeveloped nations do so without any mention of the enormous strain occasioned by the introduction of industrial technology. An otherwise well-written unit on migration does not involve students in the strains faced by middle class families who must move frequently. In the hands of a stimulating teacher, the materials could be related to problems and issues, but as they are written, they would probably not pose a significant problem to most high school students.

Indeed, the authors frequently seem to go out of their way to avoid issues. This is accomplished by assuming a neutral and descriptive stance, by avoiding a stand on any issue and by simply glossing over significant issues, much as if they were not there. The end result is a bland, unstimulating set of texts which do not generate the impression that economic problems are related to sociology or, for that matter, that sociology really makes a difference.

6. How useful are the teaching aids?

All the text materials examined come equipped with teaching and learning aids. The sociology project material includes a teacher's guide, with directions for activities, and a student manual with questions, data, graphs, charts, pictures, data-gathering sheets, separate pretests and even vinyl records. The conventional texts contain the usual assortment of italicized

words, boldface type, glossaries, questions, activities, visual aids and occasional case studies.

The quality of visual aids varies considerably. One book contains many visuals, which are judged to be relevant to the text material, but they are small and not especially attractive. Another contains pictures which were apparently chosen for their artistic value. The photographs and line drawings in a third are excellent: they are dramatic, and often poignant, and effectively convey the sense of the situation. The anthropology and sociology texts appear to have integrated their visuals with the text so that the pictures, graphs and charts really do augment the written word.

The texts examined seem to have departed from the long-standing use of questions phrased at the fact-recall (1.00 in Bloom) scale. One finds many questions at the 1.3 (knowledge of trends, forces and generalizations) or perhaps the 2.00 (comprehension) level. Thus:

> "What is the relationship between the tools which a people have developed in a particular society and the kinds of homes they build, the clothes they wear, the utensils they use?"
>
> "How does cooperation in a dictatorship compare with cooperation in a democracy?"
>
> "What effect do you think the expanding role of government in care of the needy has had on private philanthropy?"

There are also a good many questions at the top level, that is evaluation, the making of a judgment on the basis of unique criteria. For instance,

> "Is the social process of competition overemphasized in the United States?"
>
> "React: 'Increased means and increased leisure are the two civilizers of man.' Disraeli."
>
> "Should financial assistance to the needy be linked in any way to the 'worthiness' of the persons needing help? explain."

The problem is that, given the tendency of these texts to be written at the descriptive level, one could assert that students would be answering these questions in a vacuum. There does not appear to be much in the text that would provide either data or a conceptual frame of reference for student use.

The project materials tend to provide more interesting and thoughtful questions. After a description of the classical Chinese tendency to dedicate a good deal of valuable soil as "hallowed land" for the burial of their dead, one team of authors asks. "If you were a cadre in China, how would you handle the situation?" This question is at the application level; that is, it asks students to recall an already known generalization for use in explaining a problem situation.

One can generalize to this extent: in the newer project materials the teaching aids are more refined and more creative. The conventional texts contain aids that may or may not be useful or interesting. Certainly the questions—perhaps the most frequently used teaching and learning aid—leave one wondering why authors or publishers chose to frame questions at levels very different from those of the text materials.

SECTION 3

Recommendations

The committee makes the following recommendations:

1. Objectives should be more meaningful, explicit and well thought-out. The rhetorical nature of the objectives should be eliminated and replaced with objectives that are useful instruments for the identification and evaluation of student learning.
2. The references to the "interdisciplinary nature of the materials" should be eliminated. There is little evidence in either the conventional texts or the project material that there is an interdisciplinary orientation. If authors and publishers are to make the claim that their materials are interdisciplinary, then substantial revision is necessary.
3. Since economics is, in fact, included in the texts, the publishers ought to make extensive use of an economics editor. An economist* can be useful with reference to:
    a. economics of an institutional nature,
    b. providing, where appropriate, responsible economic analysis,
    c. correcting errors of economic analysis,
    d. providing an economics framework to make the material logical and meaningful.
    e. the weighting of meaningful terms and concepts.
4. The central importance of the economic concept of scarcity and its implications for decision-making ought to be an essential component in all social studies texts.
5. Tools for repetitive use should be presented early in the materials. Thus, students should learn such concepts as opportunity cost, specialization and division of labor, and supply and demand so that they can utilize them to make appropriate economic analysis.
6. Economic terminology that is necessary must be defined and illustrated adequately. The usual practice of simply underlining or italicizing terms is confusing.
7. There should be some organic relationship between the textual material and the questions and activities that students are asked to do.
8. It is not intellectually defensible to promote the notion that a student's private and unsubstantiated opinion is a substitute for economic analysis.
9. Writers of the textual materials and publishers should not skirt issues

*Ideally, this should be one who has been involved in the economic education movement.

or deliberately omit controversial topics. Students can and should enhance their ability to clarify values by being provided with stimulating topics—which are usually controversial ones. This one step can do much to improve the current bland and unstimulating presentation.

10. Writers should identify their values explicitly. Students should be able to identify the author's assumptions in order better to evaluate conclusions and, very often, recommendations.

APPENDIX A

Guidelines for Analysis

Our committee was instructed to assess the treatment of economics in high school social studies textual materials in terms of six guidelines. To insure that all the members of our committee were in agreement as to what the guidelines entailed, we elaborated briefly on each of them. This elaboration is presented here.

1. *What economic concepts are treated*?
   a. Name the concepts that are used.
   b. Discuss the frequency with which concepts are mentioned: always, frequently, or rarely.
   c. Using the Bloom taxonomy (cognitive scale), indicate the cognitive level of the concepts treated.
   d. Identify the context: in what chapter, major topic, unit, or problem does one find the concept?

2. *Are the concepts important and treated analytically*?
   a. Are concepts treated as simple assertions and descriptions?
   b. Does the author include analysis according to: some form of local support, criteria, and/or authority? Are these implicit or explicit?
   c. Does the author deal with both structure and function?

3. *Is the content systematic*?
   a. Are concepts thrown in helter-skelter without any development or building?
   b. If there is some development are there: definitions, illustrations, and/or examples?
   c. Are the economic concepts logically interrelated?
   d. Are the economic concepts logically related to other textual material?
   e. Are there generalizations which are transferable, that is, which allow for explanation and application to concepts treated at a later time?

4. *Is the material defined, stated or explained accurately?*

Is the material valid, truthful, or verifiable in the sense that:

a. It is complete, and not lacking so much information as to be distorted.
b. Examples and illustrations relate to generalizations.
c. Material is not obsolescent, no longer correct in the context in which the book was written.
d. Author's biases do not distort the presentation.

5. *How understandable and interesting are the materials?*

a. Is the material understandable in that the vocabulary, sentence length and complexity, and the level of abstraction are appropriate for the intended audience?
b. Is the material interesting in that the material is related to student concerns and related to a significant situation, issue, or problem?
c. Is the presentation judged to be cluttered with an overabundance of factual information or examples, case studies, illustrations, etc.?
d. Is there a definite viewpoint, a position?
e. Does the author assume a spurious neutral position by treating controversial issues in a on-the-one-hand/on-the-other-hand fashion?

6. *How useful are the teaching aids?*

a. Are teaching aids judged to be organically related to the textual material?
b. Are some teaching aids apparently included only for visual appeal?
c. Are charts, graphs, etc., properly labeled and explained?
d. Are questions kept at the lowest taxonomic levels?
e. Are questions designed to reach the writer's objectives?
f. Are questions phrased in such a way that the student cannot answer them by reference to the text material?
g. Are the case studies relevant?

APPENDIX B

Summary of Bloom's Taxonomy

In the report there is reference to "Bloom's taxonomy." This is a scale, created by Professor Benjamin Bloom, who worked with a committee of scholars for some years to create two instruments. They are the cognitive and affective taxonomies. Our reference is to the cognitive instrument only.

The cognitive scale attempts to establish a vertical hierarchy of knowledge. The lowest point on the scale is called "knowledge" and refers to facts, definitions and ideas that are phrased as concrete, uncomplicated items. This is the "1.00" level. The scale then rises to "comprehension," which is, roughly, knowledge at the level of generalization. The scale then proceeds to the "application" level, followed by "synthesis," "analysis" and "evaluation." The information following is a condensation of the Bloom taxonomy, cognitive domain, used in the Department of Education at Purdue University.

Taxonomy Classification

1.00	Knowledge
1.10	Knowledge of specifics
1.11	Knowledge of terminology
1.12	Knowledge of specific facts
1.20	Knowledge of ways and means of dealing with specifics
1.21	Knowledge of conventions
1.22	Knowledge of trends, sequences
1.23	Knowledge of classifications
1.24	Knowledge of criteria
1.25	Knowledge of methodology
1.30	Knowledge of the universals and abstractions in a field
1.31	Knowledge of principles, generalization
1.32	Knowledge of theories and structures
2.00	Comprehension
2.10	Translation
2.20	Interpretation
2.30	Extrapolation
3.00	Application
4.00	Analysis
4.10	Analysis of elements
4.20	Analysis of relationships
4.30	Analysis of organizational principles
5.00	Synthesis
5.10	Production of a unique communication
5.20	Production of a plan, or proposed set of operations
5.30	Derivation of a set of abstract relations
6.00	Evaluation
6.10	Judgments in terms of internal evidence
6.20	Judgments in terms of external criteria

APPENDIX C

Personal Data of the Committee Members

Dennis J. Weidenaar, Chairman of the Committee to Evaluate High School Social Studies Textbooks, is Associate Professor of Economics at Purdue University and Director of the Purdue Center for Economic Education. Dr. Weidenaar was the teacher of an economics course which was presented on radio station WBAA in 1970-71. He has also had experience in teaching economics in high school in Grand Rapids, Michigan. Dennis Weidenaar served as co-director of an NDEA institute in economic education curriculum materials at Purdue in 1968, as co-director of the workshop in economic education research which was held in August of 1971, and as associate director of an economics institute for college teachers in 1970-71. His research studies have been published in the book *Research Papers in Economic Education*, in *The Journal of Economic Education*, and in *News and Notes on the Social Sciences*. Further research work and a manuscript for a book entitled *An Institutional Approach to the Principles of Economics* are in progress. Dr. Weidenaar received his B.A. degree in economics at Calvin College in Grand Rapids, Michigan, his M.A. at the University of Chicago, and his Ph.D. at Purdue University in West Lafayette, Indiana.

Peter V. Harrington is Director of Economic Education Projects and Assistant Professor in Economic Education at the Krannert School of Industrial Administration, Purdue University, West Lafayette, Indiana. He has also served as Acting Director of the Wisconsin Council on Economic Education (1967-68), as a teacher of economics and social studies in the secondary schools of Milwaukee and Shorewood, Wisconsin, as Coordinator of the Shorewood Developmental Economic Education Project, and as consultant on economics and political science to the Shorewood Public Schools. In 1967, Mr. Harrington received an award for the teaching of economics from the Milwaukee County Association of Commerce. He has served on advisory committees for public schools and has been president of a local PTA. Peter Harrington has written curriculum materials for the Wisconsin Council on Economic Education ("Consumer Economics Guide for the High School") and for the Shorewood and Cedarburg, Wisconsin, school systems. Mr. Harrington did his undergraduate work at Marquette University and his graduate work (in economic education) at Purdue. He held one of the Experienced Teacher Fellowships in Economic Education at Purdue and participated in several NDEA institutes at the University of Wisconsin in Milwaukee.

Robert V. Horton is Chairman of the Economic Education Committee at Purdue University in West Lafayette, Indiana. His major efforts are in teaching and research in economics for general education and for teachers and teacher trainees. In 1971 he received one of the Kazanjian Awards for the teaching of economics at the college level. For many years, Mr. Horton was associated with the investment banking firm of Goldman, Sachs & Co., first as an employee and then as a general partner. He worked principally in the field of corporation finance. He has served as a director of several corporations, including the Whirlpool Corporation, The Pillsbury Company, Endicott Johnson, and others. Robert Horton has been a financial adviser to many companies, such as Merck & Co., Minnesota Mining and Manufacturing, the May Department Stores, Brown Shoe Company, Central Soya Company, The Dayton Company, and Sears, Roebuck and Co. He received his A.B. degree from Cornell University, his M.B.A. from Harvard, and his M.S. in Economics from Purdue.

S. Samuel Shermis is Associate Professor of Social Studies Education at Purdue University. He has also taught in high schools and has served as head of a high school social studies department. Other college teaching experience includes positions at Idaho State University, Kansas University, and Kentucky University. Samuel Shermis has developed programs in microteaching, audiotutorial instruction, and interaction analysis; projects for disadvantaged inner-city children; small-group instruction; electronic learning carrels; radio scripts on creative thinking for station WBAA; and multimedia kits. He was head of the Indiana Council for the Social Studies project on professional standards, and chairman of that organization's Professional Standards Committee. Dr. Shermis served as co-chairman of the Social and Political Philosophy Committee of the Philosophy of Education Society from 1968 to 1970, and from 1966 to 1970 was curriculum coordinator for the Lafayette Jewish Community Religious School. He has been a consultant to the Gary School System, the University of Louisville, the Institute on Social Studies and Special Education, the U.S. Department of Labor, and the Midwestern Regional Educational Laboratory, among others. Dr. Shermis has presented 12 papers at professional meetings, and has published some 50 articles in professional journals, such as *Phi Delta Kappan, Education Forum, School Counselor, Educational Theory, International Review of History and Political Science, Administrators Notebook, International Review of Education, The Canadian Journal of History, Educational Product Report, Indiana Teacher, Peabody Journal of Education,* and the *Journal of Thought*. His writings have appeared in such books as *Fundamentals of Counseling* by Shertzer and Stone and *Social Studies Education for Young Americans* by Ralph Jones. His book *The Pursuit of Excellence: Introductory Readings in Education* was published by American Book Company in 1965. Other books are in preparation. Dr. Shermis has worked closely with the Department of History and the Department of Economics in such activities as identifying the economic concepts in current social studies secondary textbooks. Samuel Shermis received his B.A. from Fresno State College, and his M.S. in Education and his Ph.D. from Kansas University.